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ABSTRACT

A survey of the Adult Basic Education program in the State of Nebraska, as at the end of the calendar year 1970 is presented. The major data sources included six questionnaires--State director, local administrator, counselor, teacher and teacher aide, student, and citizen of ABE communities. The report presents, in tabulations and figures as well as in text, results of the questionnaires in the following sections: Adult Basic Education at State Level; Local Programs; and Community Awareness. As seen by the State Director, the strongest aspect of the Adult Basic Education program are the teachers in the local programs, and the weakest part is the lack of personnel in the State office. Nine appendixes present the following: Copy of Questionnaire to State Director; Copy of Questionnaire to Local Directors, with Cover Letter; Copy of Questionnaire to Counselors; Copy of Questionnaire to Teachers and Teacher-Aides; Copy of Questionnaire to Students; Copy of Questionnaire to Citizen, with Cover Letter; Explanation of "Rank-Order, Weighted and Normalized"; Supplemental Graphics; and Systems Approach. (DB)

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For:

Nebraska State Department of Education
Lincoln, Nebraska

Adult Basic Education

EVALUATION REPORT
1971

By:

Department of Adult and Continuing Education
University of Nebraska

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I. INTRODUCTION

A. ADULT BASIC EDUCATION

The Adult Basic Education Act of 1966 (P.L. 89-750) provided opportunities for adults 16 years of age and over, with less than an 8th grade level education, to improve their ability to speak, read and write the English language in all parts of the United States. The Adult Education Act of 1969 (P.L. 91 - 230) amended this act to include those with less than a 12th grade education.

The major objective of the Adult Basic Education Program is to assist those adults who lack the basic skills in reading, writing and speaking to be less dependent upon others and to obtain or retain more productive and profitable employment and better meet their adult responsibilities within their communities.

The State Departments of Education administer the federal funds to reimburse local school districts for an amount not to exceed 90% of total verifiable expenditures for Adult Basic Education programs approved for local programs in the various states.

B. ABE DEVELOPMENT IN NEBRASKA

A review of the 1960 Nebraska census revealed there were 279,296 adults over 25 years of age who had not completed the 8th grade level of education. There were an additional 134,000 adults who had completed no more than an 11th grade level. This indicates a total of over 413,000, or 53.2% of the adult population who did not have a high school education. The State Department of Education was charged with the responsibility to encourage and develop

programs throughout the State with priorities as designated by the State plan. These priorities specify emphasis to be given to areas whose populations include sizable segments of undereducated adults.

The Adult Basic Education Program in Nebraska was initiated in 1966 with programs in Lincoln, Omaha and Scottsbluff. By 1969 the program had grown to include Alliance, Bayard, Grand Island, Hastings, Kearney, Minden, Macy, North Platte, Walthill and the State Penal Complex. By the end of calendar 1970, consolidation, withdrawals, and added programs produced the list of local programs as seen in TABLE 3.2.1.4. In addition, planning studies were conducted at Fairbury, Humboldt, Norfolk, Sidney, and York. Since September 1970, programs have been initiated in all these locations except Sidney.

C. PURPOSE OF THIS STUDY

This study is a survey of the Adult Basic Education program in the State of Nebraska as of the end of calendar year 1970. It is a follow-up to a similar study of the previous year. In general, the study presents descriptive data. However, this data is organized and presented in a manner facilitating comparisons: 1969 versus 1970, local program versus local program, level of staff versus level of staff, staff viewpoint versus student viewpoint.

One new component of this year's report is a summary of the public's awareness of ABE (section IV). This section may have been entitled, "The effects of ABE's public relations".

D. STUDY PROCEDURES AND DATA INTERPRETATION

The major data sources for this report include six questionnaires - state director, local administrator, counselor, teacher and teacher-aide, student, and citizen of ABE communities. (See appendices for these questionnaires.) Questionnaires were disseminated to all local programs for further distribution to all staff and students who were, at the time (February-March 1971), involved in ABE. Section IV discusses the selection of citizen respondents. The data of these questionnaires was augmented by numerous informal conversations with the state office and by a limited amount of on-site visitation. A final data source is the report of the previous year's study: Adult Basic Education/Evaluation Report, Department of Adult and Continuing Education, University of Nebraska, 1970.

Data reporting, and thus constraints to data interpretation, involved two inconsistencies. First is the time period which the data represents. This report, dated 1971, includes data submitted by the state office for fiscal year 1970 (July 69 - June 70), data submitted by local directors for calendar year 1970, and certain personal staff and student data, as well as the citizen data, which related to the time of questionnaire response (the first quarter of 1971). Thus section II and part of TABLE 3.2.1.4 (as noted on the table) refer to fiscal 1970. Data of section III B, which is derived from questions to directors specifying calendar year 1970, is, of course, from that period. Most of the data, however, is a function of personnel and circumstances at the time of response. Since the same timing configurations existed for the previous year's report, data comparisons between the two years is not impaired. Finally, the tables indicate "1969"

data and "1970" data. Despite the explained time complications, it is felt that the 1970 report ("1969" data) basically described the year 1969, or the results of that year. Likewise, the additional ("1970") data of this 1971 report is felt to reflect the year 1970.

The second constraint to data interpretation concerns the base for percentage data. Many tables portary "percentage of respondents", (As a brief aside, response rates (percentage of persons who returned questionnaires) was rather low for this type of study). But for those who did respond, the secondary response rate, at the question level, was varied, i.e., everyone did not answer every question. For a given question then, a percentage could be given for each answer-option and for a no-response category using number of questionnaire returners (primary response rate) as a base. Or percentages could be given for each answer-option using the number of persons responding to the particular item (secondary response rate) as a base. This latter method eliminates "no-response" categories and causes the base to vary from item to item. Nonetheless, this is the method most often used. Rather than confusing the issue further by reporting the base for each tabulation, the reader can assume a small "no-response" category. It is when this category becomes large that it is reported and the alternate method is employed. Data taken from the 1970 report was converted from primary-response-rate-base to secondary-response-rate-base to be compatible.

A final, and relatively minor caution in data interpretation concerns the small number of program counselors. Percentage analysis and reporting decrease in validity as the base decreases in size. Nonetheless, data from counselors is reported in this manner to be compatible with the data of the other groups.

II. ADULT BASIC EDUCATION AT STATE LEVEL

A. ORGANIZATION AND STAFF

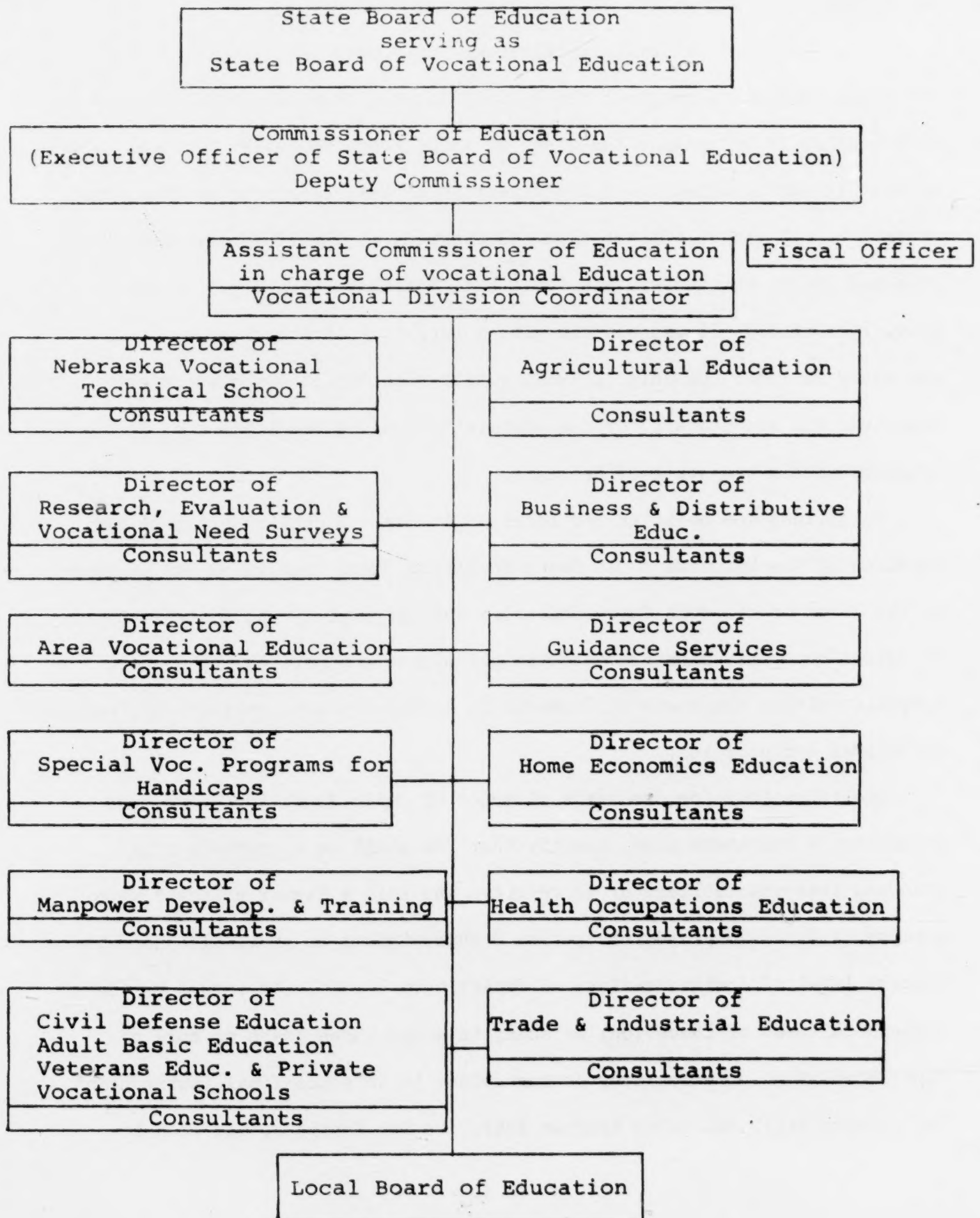
As a result of national legislation, funds were provided for Basic Education programs throughout the United States. Thus the State Department of Education in Nebraska established an Adult Basic Education program. The program is administered under the direction of the Department of Vocational Education. It shares offices with the programs of Civil Defense Education, Veterans Education, and Private Vocational Schools. (See organizational plan, Fig 2.1.1.) It was staffed with a half-time director and a secretary in 1966. On July 1, 1968, a full-time director and secretary comprised the state staff for the administration and development of local programs within the state of Nebraska.

Guidelines and policies for local Adult Basic Education programs are provided by the Nebraska Adult Basic Education State Plan which was prepared by the Director of Adult Basic Education and approved by the State Department of Education. This plan provides the guidelines and policies of program operation within the state of Nebraska in compliance with regional and national guidelines and policies.

Qualifications for the state director of Basic Adult Education, according to the state plan, specify that "He shall be a graduate of a standard four-year college or university, and hold a Master's Degree with a major in Educational Administration & Supervision; He shall also hold the highest level of Administrative and Supervisory certificate issued by the State Department of Education; He shall have had three years or more of experience as an administrator or supervisor in an educational institution". Dr. Leonard Hill, Education Program Executive for Nebraska, has been in

FIGURE 2.1.1

ORGANIZATIONAL PLAN OF STATE DEPARTMENT
OF EDUCATION IN NEBRASKA



charge of the Nebraska Adult Basic Education program since July 1, 1968, and meets and exceeds all the qualifications designated by the state plan. He is assisted by one secretary.

The staff in Adult Basic Education is not covered by the state merit system. At this time staff turnover constitutes no problem. However, the director reports "that another person on the staff who could work directly with the program in the field would have a tremendous impact upon the Adult Basic Education program". The data of this report reflect the growth of the state-wide program, particularly with regard to the number of local programs, and needed improvements in staff development, target population identification and need analysis, subsequent program planning and curriculum development, and the unsolved problems of recruitment and retention. Although the program is making progress, there is much need for additional state level personnel. Further contributing to this need are the demands made on the state director as Nebraska's representative on national and presidential commissions, committees, etc. The addition of this needed personnel, the director reports, is not possible under present fiscal restraints.

B. FUNDING

8

The state of Nebraska is allocated a lump sum of federal money with which to conduct the program of Adult Basic Education. These funds are allocated to the local programs based upon target population concentrations and "program thrust" as determined by the state director and the local supervisor (director) in cooperative planning. These allocated funds must be matched locally by the familiar 90-10 formula. The state office closely monitors local spending patterns. Funds allocated at the local level can be reallocated should the program supervisor and the state director agree to the necessity of so doing. There are limited funds which become subjected to reallocation.

TABLE 2.2.0.1
Available Funds - State-wide ABE Program

	1969	1970
Federal Funds	195,880.45	221,891.00
State Funds	-	6,878.13
Local Funds if Applicable	22,777.24	31,454.69
TOTAL	218,657.69	260,223.82

TABLE 2.2.0.2
State Office Expenditures

	1969	1970
Federal Funds	??	9,905.52
State Funds	??	6,878.13
Local Funds if Applicable	??	-
TOTAL	13,809.91	16,783.65

Note:

*-1969 data has not always been available in a form compatible with 1970 data reduction. Such cases are reported by use of "?". Although this is the first of many cases, this note will not be repeated.

As to state office expenditures, the determination of all line item expenditures, at the beginning of the fiscal year by the state legislature with no provisions for subsequent budgetary modification, is indeed a serious limitation to the state's ABE program. This budgetary procedure poses particularly difficult problems for an expanding, developing program. It should be noted that the rate of much of this development, and subsequent expenditure, is a function of progress at the various local levels. Budgetary anticipation of the many variables, if made in a firm and detailed form, is indeed difficult. Either or both of the following concessions could improve the fiscal environment of the state office: 1) Reduce the number and increase the breadth of line items, and 2) Provide procedures and criteria for reallocation.

TABLE 2.2.0.3
Local Program Allocations

	1969			1970		
	Number of Programs	Funds Allocated	Percent of Total	Number of Programs	Funds Allocated	Percent of Total
Federal	11	182,070.54	89	20	190,323.00	86
State	-	-	-	-	-	-
Local	-	22,777.24	11	-	31,454.69	14
Other	-	-	-	-	-	-

Finally, expenditures of \$9596 (Federal funds) were made for training (\$1117), counseling (\$6040), and evaluation (\$2439).

C. STUDENTS AND STAFF (LOCAL)

Target population is determined by the state director in cooperation with the local supervisors and is based upon the 1960 census. (1970 census data, as required for this purpose, are not available.)

TABLE 2.3.0.1
Student Enrollment*

Level	1969		1970	
	Number Students	% Target Population	Number Students	% Target Population
Grade 1-3	465	2.0	423	1.9
Grade 4-6	625	1.6	507	1.3
Grade 7-8	740	0.3	915	0.4
TOTAL	1830	-	1845	-

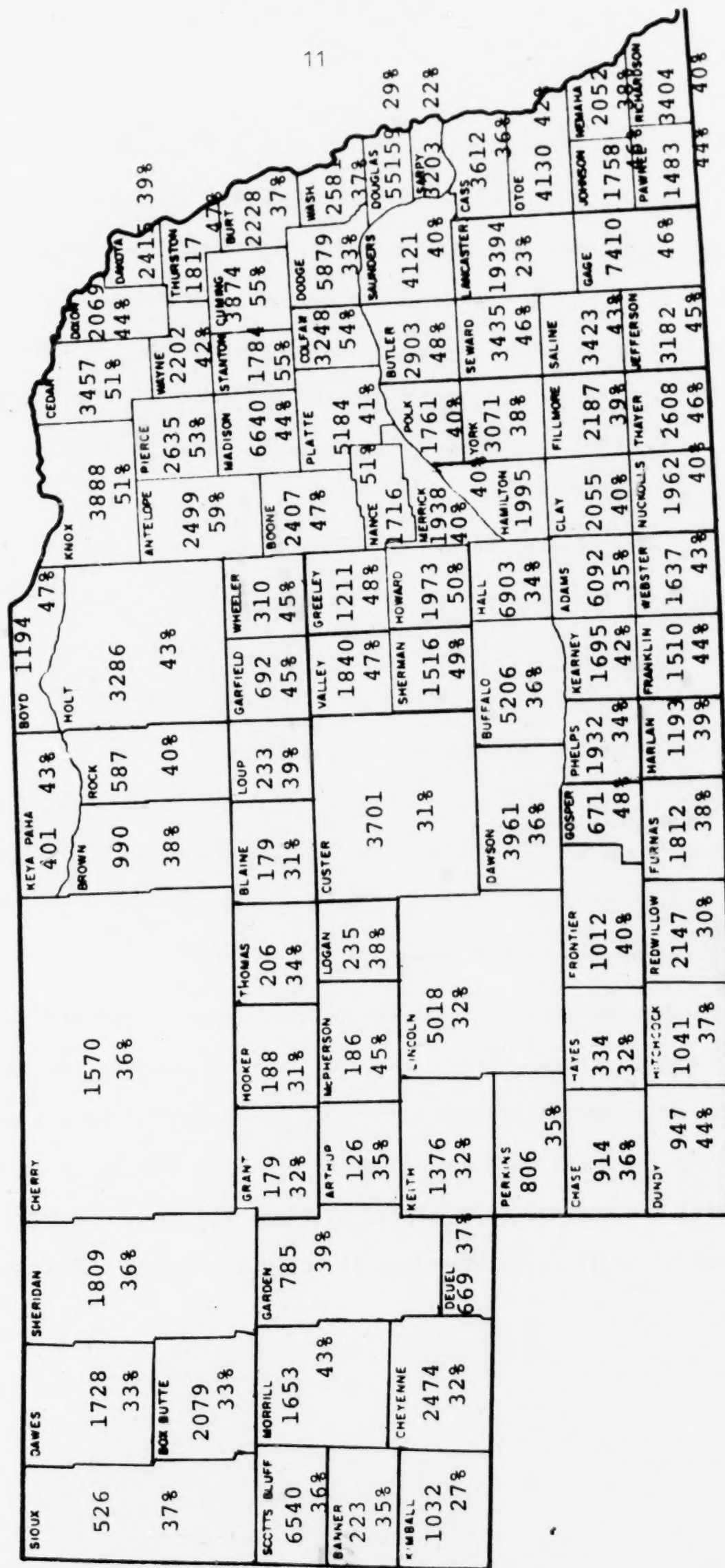
Note:

*-See section III B for a more comprehensive breakdown of grades, levels and subjects.

TABLE 2.3.0.2
Local Program Staff

	1969		1970	
	Full-time	Part-time	Full-time	Part-time
Directors	1	11	1	14
Supervisors if director is not supervising	-	1	-	-
Teachers	7	72	-	109
Recruiters	-	14	-	7
Counselors	1	1	2	1
OTHER				
Teacher Aides	-	31	-	53
Secretary	?	?	2	9
Office Aide	?	?	-	1

9th GRADE EDUCATION AND PERCENTAGE OF ADULT POPULATION*



*Source U. S. Census (1960)

D. STAFF AND CURRICULUM DEVELOPMENT AND PUBLIC RELATIONS

The State Office of Adult Education provides the following kinds of consultative services: In-service Teacher Training; In-service Guidance and Counseling Training; Curriculum Consultant; Curriculum Planning; Materials Selection; Recruitment; and funding patterns. Each program is visited at least three times per year, and the State Director is available for call at any time. At least seven days per month is spent with the various local staffs.

Program supervisors are kept abreast of new ideas, changes in program policy, methods, and research results through letters and information being sent from the state office. Constant contact, including feedback, is maintained between the state office and the local supervisors of the programs to the extent that the undermanned staff permits.

In-service training is conducted on the local level with several programs cooperating. Usually this in-service training consists of three different programs spread out over a period of six months. (See section III B for further discussion of staff development.)

Curriculum development has taken place through a supervisors' conference held once a year. During this conference, a give-and-take exchange of program direction among supervisors has been found to be most effective and valuable. (See section III B for further discussion of curriculum development.)

At this time, there is no method by which the public is informed about the program of Adult Basic Education at the state level. (See section IV.)

E. EVALUATION

Because of the lack of personnel in the state office, research and evaluation by the Department has had to be limited to program visitations and field reports.

The strongest aspect of the Adult Basic Education program in Nebraska, as seen by the state director, are the teachers in the local programs. These people are the personnel making the program an effective force in our State.

The weakest part of the Adult Basic Education program, again from the state director's point of view, is the lack of personnel in the state office. This weakness precludes adequate assistance for local programs and inhibits the state office function of channeling national innovations and developments to local programs.

III. LOCAL PROGRAMS

A. CHARACTERISTICS OF PARTICIPANTS

This section will discuss characteristics of staff and students. The staff is discussed by the following progression of topics: quantity, personological data (age and sex), factors relating to qualification, roles of administrators and counselors, and self-evaluation. The discussion of students, in this section, is basically an in-breadth review of personological data. It should be noted that staff data changes between 1969 and 1971 probably result from program growth and reflect differences between new and previous staff rather than changes in previous staff.

1. StaffQuantity

TABLE 3.1.1.1
Quantity of Staff Personnel
(a) in the program, (b) who returned questionnaires

Staff Position	1969		1970	
	Number in Program	Number Responding	Number ¹ in Program	Number ² Responding
Administrator	12	12	29	14
Counselor	2	1	9	5
Teacher	79	59	92	53
Teacher-Aide	31	3	74	29

Notes:

1-Based, in part, on preliminary (telephone) data. Only a 100% administrator response would have revealed absolute numbers. Note, when comparing to TABLE 2.3.0.2, this table relates to the number of staff personnel in the program at the end of the indicated calendar year. TABLE 2.3.0.2 relates to the number involved during the fiscal year. (See section I D.)

2-Subsequent reporting of % responding will not necessarily refer to these numbers. Many questionnaire items had varying rates of response among those who returned their questionnaires. (See section I D.)

Personological DataTABLE 3.1.1.2
Age of Staff Personnel

Staff Position	1969			1970		
	Youngest Age	Average Age	Oldest Age	Youngest Age	Average Age	Oldest Age
Administrator	29	38	57	27	38	59
Counselor	?	?	?	29	41	59
Teacher	?	43	?	23	41	70
Teacher-Aide	?	25	?	20	30	49

TABLE 3.1.1.3
Sex of Staff Personnel
(percent respondents)

Staff Position	1969		1970	
	Male	Female	Male	Female
Administrator	75	25	86	14
Counselor	?	?	50	50
Teacher	25	75	39	61
Teacher-Aide	15	85	12	88

Factors Relating to Qualification It seems appropriate to precede a discussion of factors relating to qualification with presentation of two other sets of data which can be kept in mind while reviewing the qualification related data. These two data sets are "reasons for staff participation" and "director criteria for staff selection".

TABLE 3.1.1.4
Reasons Given by Staff for ABE Participation

	1969 (rank-order)*			1970 (% of respondents)		
	Coun.	Tchr.	Tchr-A.	Coun.	Tchr.	Tchr-A.
Desire to Help Others	?	1	2	80	98	90
Source of Income	?	2	3	40	57	59
Gain Experience	?	3	1	40	59	66
Schedule Convenience	?	4	-	0	11	31
Personal Satisfaction	?	X	-	0	8	17
Personal Growth/Intrinsic Education Value	?	X	-	0	8	0
Job Assignment, requested	?	-	-	0	6	10
Counseling is Necessary Component of ABE	?	-	-	40	0	0
Other	?	X	-	0	2	3

Note:

*-X means listed but not ranked.

TABLE 3.1.1.5
Director Criteria for Staff Selection

Criterion	1969 (rank-order)	1970 (rank-order, weighted & normalized) ³
Personal Characteristics	1	1.0
Previous Education Experience	2	1.2
Previous ABE Experience	3	(See Note 1)
Special ABE Training	4	2.1
Availability	5	2.2
Age	6	2.7
Ability to Relate to ABE Students ²	X	5.5

Notes:

1-This category was inadvertantly omitted from 1970 questionnaires but was not submitted as a write-in by any director.

2-A write-in criterion.

3-See Appendix G for explanation of "rank-order, weighted and normalized".

TABLE 3.1.1.1.6
Education of Staff Personnel*
(percent of respondents)

Staff Position	Less than 12		High School		Some College		Bachelor Degree		Masters Degree		Greater than Masters	
	69	70	69	70	69	70	69	70	69	70	69	70
Administrator	0	0	0	0	0	0	8	21	92	57	0	21
Counselor	?	0	?	0	?	0	?	20	?	40	?	40
Teacher	?	2	?	0	15	9	57	66	9	8	2	15
Teacher-Aide	15	7	15	21	55	52	15	21	0	0	0	0

Note:

*-For a more revealing presentation of this data, see Appendix H.

Most (nearly 80%) of the administrators have degrees in Speech, Drama and English; degrees in Education; 40% of these degrees are Music; and Business Administration and in Educational Administration. Other directors' Social Science.

TABLE 3.1.1.7A
Prior Experience in Education
Of Staff Personnel (1970)¹
(years)

Staff Position	Low	Average ²	High ²
Administrator	1	9	35
Counselor	2	4	10
Teacher	0	6	35
Teacher-Aide	-	-	-

Notes:

1- 1969 data were too sketchy for meaningful inclusion.

2-Accounts for experience in a given category (see TABLE 3.1.1.7B). Since several staff members have served in more than one category, the total experience per person is greater than values given.

Prior non-education experience of administrators was varied but slight as compared to experience in education. Only six administrators reported any non-educational experiences, the average time of which was 3-plus years. Some of the experiences reported were: community services; nurse-aide; military; business; and carpenter. Counselors, teachers and teacher-aides reported a wealth of previous experience in working with adults, although 36% of the responding teachers and 18% of the responding teacher-aides reported none. Eighty percent of the counselors had taught adults in education, industry or the military. Other counselor experience included agriculture, psychological testing, and family counseling. About 45% of the teachers reported prior work with adults in teaching, including private and college tutoring, hobbies and crafts, military, manpower, college, English as a second language, Head Start parents, nursing, health, home extension, and industry. Organizational experiences--church, PTA, and other civic, social

TABLE 3.1.1.7B
Prior Experience in Education of Staff Personnel (1970)
(percentage respondents)⁵

Experience	Level	Years	Staff Position			
			Admin.	Coun.	Teacher ⁶	Teacher-Aide
Administration		11+	21	↑	↑	↑
		6-10	7	0	6 ⁴	0
		1-5	29	↓	↓	↓
Teaching and/or Counseling	Elem.	11+	↑	↑	25	↑
	Jr.Hi			8		
	Sr.Hi		0	0	10	
	Adult ¹			2		
	Other ²			2		
	Elem.	4-10	↑	0	15	
	Jr.Hi			0	8	
	Sr.Hi		57 ³	40	10	
	Adult ¹			20	6	
	Other ²			0	6	
	Elem.	2-3	↑	0	14	28 ⁴
	Jr.Hi			40	21	7 ⁴
	Sr.Hi		21 ³	40	14	7 ⁴
	Adult ¹			40	10	10 ⁴
	Other ²			0	0	17 ⁴
	Elem.	0-1	↑	↑	8	
	Jr.Hi			0		
	Sr.Hi		0	0	4	
	Adult ¹			6		
	Other ²			25		
None			0	0	4	48

Notes:

1-Includes College.

2-Unspecified by respondent.

3-Years specified, level not specified.

4-Level specified (if applicable), years not specified.

5-Summed percentages will exceed 100, since many reported experiences in more than one area/level.

6-See Appendix H for more graphic presentation of teacher data.

and professional organizations--were reported by 36% of the teachers. Occupations (business, military and nursing) were also listed by teachers. Business and occupations were the major sources of teacher-aide previous experiences in working with adults. About 24% of the aides reported such experiences. Other experiences listed by aides include teaching (English as a second language, swimming, Red Cross, and Manpower), church, community action, Head Start parent involvement, sponsor of Alcoholics Anonymous, and hospital.

TABLE 3.1.1.8
Time in ABE Program of Staff Personnel (1970)*
(years)

Staff Position	Low	Average	High
Administrator	1	2+	6
Counselor	2	3	5
Teacher	1-	2-	7
Teacher-Aide	1-	1-	3

Note:

*-1969 data too limited for meaningful inclusion.

TABLE 3.1.1.9
Percentage of Work Time of Staff Personnel Consumed by ABE
(percentage respondents)

Staff Position	1969		1970 ³			
	Part Time	Full Time	25% or less time	More than 25%, less than 50%	More than 50%, less than 75%	Full Time
Admin.	91.7	8.3	64	14	7	14
Counselor	?	?	80	0	0	20
Teacher	88 ¹	12	86	8	0	6
Teacher-Aide	76 ²	24	← 96 →			4

Notes:

1-Average 50% of work week (based on 40 hours)

2-Range of 5-50% of work week (based on 40 hours)

3-Most respondents reported ABE time in percentage of work week. However, various comments indicated a variability in work week hour base, ranging up to 70 hours. When time was reported in hours per week, a base of 40 hours was assumed. Use appropriate caution when interpreting this data.

TABLE 3.1.1.10
Primary Occupation of Part Time Staff Personnel
(percentage respondents)

Primary Occupation	1969				1970			
	Admin.	Coun.	Tchr.	Tchr-A.	Admin.	Coun.	Tchr.	Tchr-A.
Teacher (other programs)	X	?	40	-	27	25	55	17
Housewife/Homemaker	-	?	30	X	0	0	19	25
Administrator (other Educ'al programs)	X	?	30 ²	-	46	0	11	0
Student	-	?	(See Note 2)	X	0	0	4	33
Business, Civil Service	-	?	5	X	18	0	2	21
School Counselor	-	?	-	-	0	75	4	0
Miscellaneous	-	?	(See Note 2)	-	9	0	6	4

Notes:

1-X means listed but no percentage given.

2-Administrator, student and miscellaneous reported as single category.

TABLE 3.1.1.11
ABE Training Received by Staff Personnel
(percent respondents)

Staff Position	1969		1970	
	Some	None	Some	None
Administrator	33	76	57	43
Counselor	?	?	80	20
Teacher	55	45	73	27
Teacher-Aide	?	?	42	58

Staff Roles

TABLE 3.1.1.12
Director Activities

Activities	1969	1970
	(rank-order)	(rank-order weighted & normalized)*
Administrative Supervision	1	1
Assisting Teachers	2	1.4
Student Recruitment	3	4.5
Office Duties	4	1.1
Student Counseling	5	4.5
Material Development	6	5.4
Material Selection	7	1.5
In-Service Training	8	4.9
Staff Meetings	9	4.3
Teacher Selection	10	2.7
Teaching ABE Classes	11	6.1
Travel	-	6.2

Note:

*-See Appendix G for explanation.

TABLE 3.1.1.13A
Counselor Activities (1970)
(percent respondents)

Activity	Responsible for Activity	Feel Important Important
Public Relations	100	-
Recruitment	80	-
Test Selection	60	-
Instructional Materials Selection	60	-
Administer Tests	60	-
Other Responsibilities (See Text)		-
Student Needs*	-	100
Other Important Counselor Activities	-	(See Text)

Note:

*-See Text.

Two other responsibilities held by one or more counselors were: 1) assisting teachers to individualize instruction; and 2) assisting students to transfer from ABE to adult high school. As indicated, most counselors feel that student needs represent the most important counselor function. Among the student needs listed were decisions of personal, social, vocational and/or educational nature; self-concept; adjustment to the school environment; and the need for someone to listen. Other important counselor functions listed were level placement, program improvement, assisting teachers to individualize instruction, and testing, evaluation and progress records.

TABLE 3.1.1.13B
Counselor Activities (1970)
(percent respondents)

Activity	Much	Some	None
Instill Student Self-Confidence	100	0	0
Encourage Continued Student Participation	100	0	0
Test Administration	75	25	0
Enabling Participation by Helping With Personal Problems	60	40	0
Informing Teachers of Student Progress	50	50	0
Recruitment	50	50	0
Public Relations	50	50	0
Keeping Individual Student Records	50	50	0
Aiding Students to Find Employment	25	75	0
Student Transportation to Classes	0	75	25

TABLE 3.1.1.13C
Counselor Activities (1970)
(percent respondents)

Responsibility	Much	Little	None
Prevent Student Dropouts	75	25	0
Counsel Each Student Before Dropout	50	50	0
Call on Student After Dropout	25	50	25
All Follow-up of Dropouts	25	50	25
Determine Class Size (No. Students)	25	25	50
Determine Disciplinary Action	0	50	50

TABLE 3.1.1.13D
Counselor Activities (1970)
(percent respondents)

Activity	1970
Counsel Special Personal Problems	100
Inform Teachers of Student Needs (individual)	100
Testing Program	80
Work With Irregular Attenders	60
Class Level Placement	40
Assist in Recruiting	40
Basic Responsibility for Recruiting	20
Select/Develop Teaching Materials	20
Assist in Individualizing the Program	20
Encourage Student Continuation	20
Evaluate Student Progress	20

Self Evaluation

TABLE 3.1.1.14
Self-Rating of Staff Personnel
(percent respondents)

Year	Staff Position	Excellent	Good	Fair	Good
1969	Counselor	? —————→			
	Teacher	40	60	0	0
	Teacher-Aide	← 80 →		15	5
1970	Counselor	25	50	25	0
	Teacher	27	64	8	2
	Teacher-Aide	7	67	19	7

2. Students

Some general comments concerning two year comparisons of student characteristics are necessary. First, student data is derived by taking a sample from the returned questionnaires. The 1970 report took a 25% sample, this report a 20% sample (see TABLE 3.1.2.1). When sampling is involved, there is always the probability of differences due to the sampling alone. There are two other levels of sampling involved. As the table implies, less than 50% of the enrolled students, state wide, responded. More important is the program selectivity - there were no responses from several of the programs. Of particular significance is the absence of Omaha student data since Omaha has a significant percentage of the state's total ABE student population. One of the major implications is the racial-ethnic student composition (see TABLE 3.1.2.4). Other factors which are strongly influenced by urban/rural settings, such as occupations, will also be affected by the absence of Omaha data.

TABLE 3.1.2.1
Student Numbers

1969			1970		
Number in Program 4th Quarter	Number Respondents	Number Sample	Number in Program 4th Quarter	Number Respondents	Number Sample
678	342	85	1150	461	92

TABLE 3.1.2.2
Student Age
(years)

1969			1970					
Low	Average	High	Male			Female		
			Low	Average	High	Low	Average	High
22	35	65	12	35.5	67	15	35.9	69

TABLE 3.1.2.3
Student Sex
(percent of respondents)

1969		1970	
Male	Female	Male	Female
45	55	28	72

TABLE 3.1.2.4
Student Racial/Ethnic Composition
(percentage of respondents)

Race	1969	1970*
Negro	22	1
Spanish Mexican-American	29	24
American Indian	1	3
American White	33	57
OTHER: (subdivided as follows)	15	13
German		2
Korean		2
Italian		2
Spanish American		1
Cuban		2
Panamanian		1
Colombian		1
Europa White		1
Chinese		1

Note:

*-The Omaha program contains a substantial proportion of the state's ABE students. Therefore, the absence of Omaha data compromises the 1970 data.

TABLE 3.1.2.5
Student Educational Background
(percentage of respondents)*

		Highest Education Level Attained				
		Less than 5 years	5-8 Years	Jr. High School	Some High School	Complete High School
Student	1969	27	31	12	20	10
	1970	14	22	10	37	14
Student's Father (70)		22	28	28	22	2
Student's Mother (70)		20	24	32	14	8

Note:

*-See Appendix H for more graphic presentation.

TABLE 3.1.2.6A
Student Family Status
(percentage of respondents)

Marital Status	1969	1970
Married	57	68
Single	35	26
Widowed	5	2
Divorced or Separated	3	1
OTHER		
Religious Order	-	2
Head of Household	47	35

TABLE 3.1.2.6B
Student Family Status: Number of Children/Dependents (1970)

Number	Percent Respondents with the Indicated Number of:	
	Children	Dependents at Home
0	21	40
1	15	15
2	9	8
3	16	3
4	15	8
5	10	11
6 & up	16	11
Low	0	0
Average	3	1.9
High	18	8

TABLE 3.1.2.7
Students Annual Income
(percentage of respondents)

Income Range	1969	1970
-\$1,999.00	35	28
\$2,000.00-\$2,999.00	13	7
\$3,000.00-\$3,999.00	13	19
\$4,000.00-\$4,999.00	8	6
\$5,000.00-\$5,999.00	7	10
\$6,000.00-\$6,999.00	2	13
\$7,000.00-up	22	15

TABLE 3.1.2.8
Student's Dwelling Data (1970)
(percentage of respondents)

Length of Present Residence	
Unspecified	10
1-8 Months	13
9-12 Months	14
1-3 Years	26
4-7 Years	13
8-12 Years	7
12-20 Years	10
20 Years & Up	7
Own	38
Rent	42
Neither (live with friends or family)	20

TABLE 3.1.2.9A
Student Employment
(percentage of respondents)

Job Status	1969	1970
Part-time	16	11
Full-time	55	52
Am not working	11	32
Do not work regularly	-	3
Spring & Summer	2	4
OTHER		
Babysitter	-	3

TABLE 3.1.2.9B
Student Employment
(percentage of respondents)

Occupation	At Present	Last Year	Occupation	At Present	Last Year
Housewife	38	23	Registered Nurse	1	1
Unemployed	5	4	Painter	1	-
Seamstress	4	4	T.V. Technician	1	1
Student	4	5	Retired	1	-
Teacher Aide	4	4	Babysitter	1	4
Factory Worker	4	5	Maintenance	1	3
Laborer	4	4	Cat. Operator	1	1
Food Service	4	3	Launderer	1	1
Cleaning Lady	4	4	Neighborhood Youth Corps Worker	1	-
Nurses Aide	4	6	Plant Foreman	1	1
Office Worker	4	4	Truck Driver	-	3
Administrator	2	3	Hair Dresser	-	1
Farmer	2	7	Locksmith	-	1
Restaurant Worker	2	3	Manager	-	1
Waitress	1	-	Government Employee	-	1
Pressman	1	1			

The available 1969 comparative employment data is limited. Housewives (at present) constituted 20% of the 1969 sample; unemployed (at present) constituted 10%. Fifteen percent of the 1969 sample had reported unemployment for the previous year. (See the summary at the end of this section for further discussion.)

TABLE 3.1.2.10
Student Activities Related to Education
(percentage of respondents)

Activities	1969	1970
Ever visit a library	35	57
Have a library card	25	34
Have a checking account	57	66
Registered voter	32	48
Voted in last presidential election	35	41
Read newspaper everyday	62	69
Read magazines regularly	44	54
Watch T.V. at home	90	90

TABLE 3.1.2.11
Favorite TV Program*
(frequency of choice)

Program	1969	1970
Serials	X	8
Movies	X	7
Educational	X	4
Quiz Programs	-	3
Marcus Welby	X	3
Family	-	3
Medical Shows	-	5
FBI	-	4
Hawaii Five-O	X	3
Sesame Street	-	4

Note:

*-List limited to programs reported by more than two respondents.

TABLE 3.1.2.12
Favorite Magazine*
(frequency of choice)

Magazine	1969	1970
Reader's Digest	X	12
Life	X	9
Time	X	5
McCall's	-	3
Better Homes & Gardens	X	3
True Story	X	3
Look	-	2
National Geographic	X	2
Vogue	-	2
Any magazine	-	2

Note:

*-This list is limited to magazines reported by more than one respondent.

TABLE 3.1.2.13
Student Information Sources
(percentage of respondents)

Year	Subject Area	Source			
		Radio	Newspapers	TV	Friends
1969	World News	29	31	66	14
	Local News	38	26	54	16
	Job Opportunities	8	68	8	32
1970	World News	28	37	66	10
	Local News	33	49	35	16
	Job Opportunities	13	75	7	21

In summary, note the increase in educational background. The major factor here is the increased emphasis on GED as seen in section III B. It is not then surprising to see increased annual income until the increased percentage of females and the increased unemployment (TABLE 3.1.2.9A) is also observed. Also related to the increased educational level, and perhaps less confusing, is the increase in voting, library, reading, etc., habits (TABLE 3.1.2.10). Related to the increase in females is the decrease in heads-of-household. Could the increase in females also be related to the increased GED emphasis?

One other note of conjecture concerns the discrepancy in unemployment as presented by TABLES 3.1.2.9A and 3.1.2.9B. The data of the first is taken from a forced-choice question concerning employment status; data of the latter is taken from an open ended question concerning occupation. Thus a person can report having an occupation in one, while being unemployed in the other. Of less significance is the ambiguity always generated by "housewife". (Is "housewife" an occupation? If so, is it full-time, part-time, etc.?) Since TABLE 3.1.2.9A data is a direct response to employment status and since it is consistent with known national trends, the interpretation of the two tables must be that unemployment of students is up, but that more students profess occupations - even those who are unemployed.

B. OUTLINE OF PROGRAMS

Prior to presenting detailed data which describes the outline of local programs, a brief discussion of program design and evaluation is felt to be in order. Program directors submitted types and sources of data used in designing their local programs. Each director response was unique. Data sources included community action programs, VISTA workers, students (feedback), Bureau of Indian Affairs, leaders of local ethnic groups, local businesses and social agencies, and other ABE programs. Types of data (which also have an implied source) include census data, and lists of the following group members: Head Start parents, persons served by local community action programs, church memberships, and employees of city and county government. Processes reported, which reflect design, include the use of target population members as teacher-aides, and the use of target population members in the selection of materials, teachers and class locations.

A couple of directors reported that no specific data, data sources, or data analysis were used in program design. No director reported an exhaustive or rigorous effort. Of the above listed data types, sources, etc., the average number per responding director was 1.5. (Of the 14 directors who returned the questionnaire, 3 did not respond to this particular question.)

Reported curriculum development procedures were not so varied. Ninety percent of the 10 contributing directors referred to student interests and needs. These interests and needs seem to be determined by staff-student dialog, student requests, and the obvious, such as inability of students and potential students to speak English. One program specified a core curriculum which was supplemented by student needs, requests, etc. Another reported a "curriculum guide" which is continuously updated by "staff recommendations".

Other influences on curriculum development include the state office, other ABE programs, texts, and bulletins. Again there is the lack of a formal, exhaustive, and rigorous approach, with the exception of the reported curriculum guide.

One specific element which could contribute to program design and curriculum development is that of advisory committees. Only two programs reported the existence of such a committee. A third director has a proposal to activate such a group. One of these committees is composed of four professional level persons who are selected by the director. The other reported advisory committee contains 18 members. This membership includes professionals, businessmen, civil service employees, citizens, and students. New members are recommended by the committee, according to community segment in need of representation, and approved by the director.

Reported systems for over-all program evaluation again varied with the responding director. However, 80% reported some form of student measurement: 51%, measurement of student progress; 26%, measurement of student attendance and drop-out rate. Evaluation via workshops and staff meetings, personal contact with students and teachers, and student attitudes; evaluation by teachers, by the state director, by "form" were also reported. One director reported an annual evaluation of the staff. Two reported no system of evaluation. It is highly significant that no program reported follow-up data on graduates or ex-students. (See section III B 6 for counselor's follow-up of ex-students.)

In program and curriculum design and evaluation there appears to be a need for a systematic approach, supported by objective data and specified criteria-of-success. A recommended approach is the "systems approach".

(See Appendix I for a brief discussion.) Such an approach can be developed at each local level or at the state level. A state level approach may be developed by the state office or by an ad hoc committee of state and local directors. The latter alternative is suggested. Such a committee should create a standardized process and avoid standardizing the answers. This standardized process, or model, could then be utilized by local directors to operate on local input data in the design and evaluation of local programs/curricula. Only the process would be standardized.

1. Physical Size and Structure

TABLE 3.2.1.1
 MISCELLANEOUS FACTORS OF SIZE AND STRUCTURE (1970)
 (per ABE program)

	Low	Average	High
Number of Class Locations (Physical)	1	3+	11
Number of Class Meetings per Week	1	8	28

Seventy-six percent of all classes are held in school facilities. About 30% of these were specified as High Schools or Junior High Schools; the remainder were elementary or unspecified. About 10% of all classes are held in College or Junior College facilities. Churches, community centers, and other public buildings account for the remaining locations (14%). In general, the staff approved of classrooms and their locations. However, one community center being used was judged to be too distant from the living quarters of the target population. There was one report of 3 simultaneous classes in one room, one report of adults having to use child-size furniture; and one classroom was reported to be generally underequipped.

Practically all class meetings were held during the Monday thru Thursday portion of the week. There were 18-25 class meetings reported for each of these days. Two classes were reported held on Friday and two on Saturday. As expected, 88% of all classes are in the evening. The remaining classes are split evenly between morning and afternoon.

TABLE 3.2.1.2
Staff and Students

Location	Student Class Hours per Week (average) ¹	Students per Staff Member ²	Teacher Class Hours per Week (average) ¹
Alliance	ND	9.3	ND
Bayard	NP	NP	NP
Chadron	-,60,-,200	1.1	-,8,-,14
Columbus	ND	18.3	ND
Cozad	40,40,0,40	5.3	ND
Grand Island	ND	8.6	ND
Hastings	NP	0	NP
Kearney	ND	10.5	ND
Lexington	ND	5.5	ND
Lincoln	810, 770, 875, 975	25.0	65,65,65,65
Macy	ND	11.4	ND
Minden	ND	6.5	ND
Nebr. Penal Complex	ND	15.7	ND
North Platte	88,88,0,120	9.0	12,12,0,12
Omaha	ND	39.5	ND
Scottsbluff	400, 120, 286, 498	20.7	84,18,88,112
State Reformatory for Women	ND	3.5	ND
Winnebago	442,-,-,-	4.7	22,-,-,-

Notes:

1-Data is provided by quarters. ND indicates no data, usually related to no program. NP indicates no program.

2-This is a very crude measure of student-staff ratio, but the only one possible with the available data.

TABLE 3.2.1.3
Staff (1970)

Location	Administrators		Counselors		Teachers		Teacher-Aides	
	Number	Average Hourly Salary	Number	Average Hourly Salary	Number	Average Hourly Salary	Number	Average Hourly Salary
Alliance	1PT	6.00			6PT	4.50		
Chadron	1PT	7.00			7PT	5.00	5PT	1.65
Columbus	1PT	4.25 (est.)			6 ³			
Cozad	1PT		1PT		1PT	5.00		
Grand Island	(No 1970 data.)				15 ³			
Hastings	(No 1970 data.)							
Kearney	(No 1970 data.)				1 ³			
Lexington	1PT				1PT	5.00	2PT	1.60
Lincoln	1FT	6.00 (est.)	1FT	4.00 (est.)	13PT	7.00	4PT	1.75
Macy	(No 1970 data.)				6 ³			
Minden	1PT ²			(See note 2)			1PT	
Nebr. Penal Complex	(No 1970 data.)				2 ³			

TABLE 3.2.1.2 (Continued)

Location	Administrators		Counselors		Teachers		Teacher-Aide	
	Number	Average Hourly Salary	Number	Average Hourly Salary	Number	Average Hourly Salary	Number	Average Hourly Salary
North Platte	1PT	5.00			3PT	6.00		
Omaha	(No 1970 data.)				253			
Scottsbluff	1PT	6.25			14PT	5.50	10PT	1.60
State Reformatory for Women	2PT				3		3	
Winnebago	1PT	5.00			3PT	5.00	2PT	2.25

Notes:

1-PT indicates part-time staff; FT indicates full-time staff; neither PT nor FT are indicated in cases of insufficient reported information.

2-One individual is both administrator and teacher.

3-Taken from "Adult Basic Education Quarterly Program Report", dated 25 February 1971.

TABLE 3.2.1.4
Costs and Students^{1,2}

Location	Number of Communities Served ³	Costs			Total per Student	Total Cost		Number of Students Served	
		Federal 70	Local 70	Total		69	70	69	70
Alliance	1	\$6,321	\$702	\$5,346	\$7,023	\$130	\$85	41	83
Bayard	(Included in Scottsbluff in 1970.)			\$2,591	NP	\$45	NP	58	NP
Chadron	3	\$4,344	\$568	NP	\$4,912	NP	\$327	NP	15
Columbus	4	\$8,438	\$6,176	NP	\$14,614	NP	\$385	NP	38
Cozad	1	\$851	\$240	NP	\$1,091	NP	\$99	NP	11
Grand Island	ND	\$2,489	\$1,012	\$1,944	\$3,500	\$11	\$30	180	117
Hastings	(No students in 1970.)			\$4,712	NP	\$41	NP	116	NP
Kearney	ND	\$3,141	\$608	\$2,250	\$3,749	\$161	\$179	14	21
Lexington	1	\$1,010	\$192	NP	\$1,202	NP	\$80	NP	15
Lincoln	1	\$51,157	\$6,285	\$51,330	\$57,442	\$147	\$145	349	395
Macy	ND	\$3,888	\$507	\$3,756	\$4,395	\$50	\$244	75	18
Minden	1	\$1,308	\$205	NP	\$1,513	NP	\$126	NP	12

TABLE 3.2.1.4 (Continued)

Location	Number of Communities Served	Costs			Total Cost per Student	Number of Students Served
		Federal 70	Local 70	Total 69 70		
Nebr. Penal Complex	1	\$1,004	\$112	\$880	\$30	29
North Platte	1	\$2,750	\$306	\$3,116	\$125	25
Omaha	ND	\$76,306	\$8,481	\$109,670	\$161	682
Scottsbluff	9	\$24,418	\$3,660	\$19,251	\$74	261
State Reformatory for Women	1	\$2,610	\$262	NP	NP	NP
Winnebago	1	\$681	\$131	NP	\$812	NP
					\$162	NP
						5

45

Notes:

1-"Costs", "Number of Students Served", and "Total Cost per Student" are derived from state office data which is reported on a fiscal year basis. This is contrary to all other data of this section which is derived from local director responses and is based on calendar year and/or circumstances at the time of response.

2-ND indicates no data, NP indicates no program.

3-"Community" refers to a self-contained city or town in which classes are taught. The recorded numbers ignore the fact that one urban community may be the equivalent of a cluster of several rural communities. Neither does it account for the number of communities from which students may come.

TABLE 3.2.1.5
Student Flow (Enrollment)*
(1970)

Location	JANUARY-MARCH						APRIL-	
	ENTRIES			Net at End of Quarter	EXITS			Net at End of Quarter
	GED	8th	Total		GED	8th	Total	
Alliance			21	42	0	0		4 36
Chadron				NP			0 15 15	14
Columbus				ND			38	24
Cozad			11	10	0	1	0	9
Grand Island			14	54	3	7	28	23
Hastings				NP				NP
Kearney			6	15	0	0	1	16
Lexington				ND			11	6
Lincoln	29	62	91	179	0	32	96	9 53 62 171
Macy			10	35	2	13	17	43
Minden				ND			12	10
Nebr. Penal Complex			8	24	3	8	2	20
North Platte			2	24	0	10	2	22
Omaha			157	186	37	159	153	295
Scottsbluff	5	10	57	170	1	1	18	0 21 43 94
State Reformatory for Women			8	12	0	0	10	12
Winnebago	32	15	56	150	0	0	0	5 5

Note:

*-Blanks indicate no available data, not necessarily zero.

TABLE 3.2.1.5 (Continued)

JUNE			JULY-SEPTEMBER						OCTOBER-DECEMBER								
EXITS			ENTRIES		Net at		EXITS		ENTRIES			Net at		EXITS			
					End of							End of					
GED	8th	Total	GED	8th	Total	Quarter	GED	8th	Total	GED	8th	Total	Quarter	GED	8th	Total	
0	10		12	33		5	15			7	36		3	4			
0	0	1	(No Summer Program.)						25	10	35	46	0	0	3		
1	14		48	46		13	26			42	48		21	40			
0	1		5	13		0	1			0	7		0	6			
24	59		(No Summer Program.)								48	69		19	32		
			NP											NP			
0	0		2	8		0	10			3	11		0	0			
2	5		3	9		0	0			8	14		0	3			
0	26	70	18	47	65	192	11	44		24	46	70	212	0	6	50	
2	9		(No Summer Program.)								15	34		0	8		
0	2		1	11		0	0				ND						
4	6		5	22		0	3			8	18		0	12			
4	4		(No Summer Program.)								0	0	35	30	0	0	3
8	44		259	281		23	273			348	316		90	313			
0	13	119	15	15	145	200	3	39		20	20	141	306	5	0	35	
0	0		3	15		0	0			3	12		0	6			
0	0		(No Summer Program.)											ND			

2. Academic StructureTABLE 3.2.2.1
1970 Teacher Loads
(state-wide)

	Class Meetings Per Week Per Teacher												
	1	2	3	4	5	6	7	8	9	10	11	...	25
Percent Teacher Respondents	20	61	0	2	2	4	0	4	0	0	4	0	2

	Students Per Week Per Teacher						
	1-5	6-10	11-15	16-20	21-25	26-30	31-36
Percent Teacher Respondents	0	25	21	25	8	0	21

	Students Per Class						
	1-5	6-10	11-15	16-20	21-25	26-30	31-36
Percent Teacher-Reported Classes	27	21	12	18	12	2	10

"Class" as used in TABLE 3.2.2.1 and 3.2.2.3 refers to a given collectivity of specific students, teachers, and academic substance. Class meetings refer to the occasions when this collectivity becomes a physical entity.

TABLE 3.2.2.2
Instructional Concentration of Teaching Staff
(1970)

Instructional Area	Teachers		Teacher-Aides	
	Number Involved (% Respondents)	% Teaching Time (Average)*	Number Involved (% Respondents)	% Teaching Time (Average)*
Reading, Language, English	97	36	95	42
Arithmetic	84	35	60	37
Writing	50	13	55	19
Living Skills	40	17	30	13
Social Studies	63	11	45	17
Conversation	71	14	65	34
Consumer Education	29	11	20	24
Science	8	23	10	5
Miscellaneous	13	12	5	12
Health	3	25	0	0
Typing, Shorthand	5	54	0	0

Note:

*-Average of the "involved" staff members.

TABLE 3.2.2.3
Academic Organization
(state-wide)

Grade Level and/or Subject of Class	1970					1969	
	Number Teachers Involved	Number Teacher-Aides Involved	Number Students Involved	Number Classes	Number Class Meetings per Week	Average Number Students per Class	Listed
Multiple subjects: single grade (1-3); single level I; Level I & II	4	-	30	6	9	5	(See Note 3)
Multiple subjects: single grade (4-6); single level II; level II & III	4	-	21+ ⁵	6	8	4+ ⁵	
Multiple subjects: level III; GED	11	4	232	13	18	18	
Multiple subjects: level I, II, III; K-12; 1-12; K-GED	10	7	150	9	16	17	
ABE, general information, unspecified subjects and levels	7	-	108	5	11	22	
Reading: various levels	5	3	53	5	11	11	X
English; English and spelling; English and Social Studies: various levels	4		35	4	11	9	X
English, second language	2		44	2	3	22	-
Math; Math and Science: various levels	8		78	8	20	10	-

50

TABLE 3.2.2.3 (Continued)

Grade Level and/or Subject of Class	1970					1969	
	Number Teachers Involved	Number Teacher-Aides Involved	Number Students Involved	Number Classes	Number Class Meetings per Week	Average Number Students per Class	Listed
Stenoscrypt; typing	2	-	25	2	6	13	X
Woodwork; welding; auto mechanic	3	1	18	3	5	6	-
Clothing, foods and consumer education	2	-	14	2	2	7	X
Miscellaneous: Science; history; beadwork	3	-	25+ ⁵	3	19	8+ ⁵	X
Phonics, language, writing, crafts, Americanization	-	-	-	-	-	-	X ²
TOTALS	65 ¹	25	833+ ^{4,5}	68	139	12	-

Notes:

1-Some teachers reported involvement in more than one academic organization, hence totals of this column will exceed number of teachers responding.

2-This category may contain class academic organization or activities within an academic organization.

3-Multiple subject academic organization must have existed, but are undetectable in the 1970 report.

4-This total may be exaggerated since some students may be in more than one class or may be reported by more than one teacher.

5- "+" is the result of classes being reported without the number of students being given.

3. Methods and MaterialsTABLE 3.2.3.1
Instructional Methods
(percent respondents)*

Method	1969	1970			Tchr-A.
	Admin.	Admin.	Teacher (% Resp.)	(Rank-order, weighted & normalized)	
Programmed Instruction	67	69	-	-	-
Individualized Instruction	42	15	92	1	64
Teaching Machines	42	46	35	4.8	28
Overhead Projector & Transparencies	33	8	35	4.6	40
Group, Small Group Discussion	25	8	69	2.6	60
Flexible Schedule	-	-	58	3.2	36
Tape Recorder, Records	8	31	52	3.9	64
Unpaid Volunteers, Teacher-Aides	-	-	60	3.0	104
Team Teaching	8	8	37	4.6	52
Libraries - School & Public	-	-	62	3.3	52
Counselor, Resource Specialists	-	-	37	4.9	32
Other, Miscellaneous	108	100	44	-	60

Note:

*-Total percentage exceeds 100 since methods are not mutually exclusive.

TABLE 3.2.3.2
Materials Selection
(1970)

Selection Method	Admin. (rank-order, weigh & norm)	Teachers (percent respondents)
Standard Text, State Approved List	1.9	10
Other ABE, ABE workshops, Recommendation by other directors	1.7	13
Recommended by Teachers	1.0	23
Advertisement, Recommended by Company Representative	5.0	6
Recommended by Counselor	5.8	19
Previous Experience, Personal Review	5.4	50
Recommended by director	-	100
Other programs (Manpower, Job Corps, etc.)	-	15
Recommended by Consultant, Experienced Educator	-	35
Available, used by other local education	-	96
Student feedback	-	35

The availability of standardized tests seems to have no significant impact on the selection of materials. Fifty-six percent of the teacher reported materials have such tests, 44% do not.

The reporting of the instructional materials used can easily become a project in itself. However, a few observations can be made. First, teachers report a far greater variety and quantity of materials than do program directors, despite the influence of the latter on the former as shown in

TABLE 3.2.3.2. Further, teachers report more completely and less cryptically than do directors. It would be impossible to compile a list from the director reports.

Material selection appears to be highly individualized and variable. There were 139 reported materials in 1969; 183 reported materials in 1970. Yet only 59 materials were common to both years. Does this imply high material turnover or significant difference in the materials used by those programs reporting this year as compared to last year? Of the materials reported in 1970, only 22% were reported by two or more staff members.

Materials may be one way to measure academic organization and instructional concentration. Thus it may be interesting to compare the following data with TABLES 3.2.2.2 and 3.2.2.3. Of the following materials (1970) the academic area breakdown is as follows:

- 49% Reading and Language Arts
- 14% Math
- 11% GED and General Utilization
- 9% Social Studies
- 7% Science
- 5% English as Second Language
- 3% Industrial Arts and Secretarial
- 2% Consumer Education and Home Economics
- 0% Living Skills

Significant changes in the quantity of reported materials (1969-1970) include:

Marked Increases

- (a) Science
- (b) GED
- (c) Industrial Arts and Secretarial Skills

Marked Decreases

- (a) Consumer Education and Home Economics
- (b) Living Skills

TABLE 3.2.3.3
Materials (1969)

Materials	Repeated in 1970 by Quantity of Staff		
	Only 1	2 - 4	5 or more
READING:			
Working with Words - Steck-Vaughn			
Working with Word Patterns - Steck-Vaughn	X		
Building Word Power - Steck-Vaughn	X		
Steps to Learning, Books 1 & 2 - Steck-Vaughn			
How to Read Better, Books 1 & 2 - Steck-Vaughn	X		
I want to Read & Write - Steck-Vaughn			
I want to Learn English - Steck-Vaughn	X		
Reading Books 1 - 4 - Cambridge			
Sullivan Programmed Reading for Adults - McGraw-Hill			X
Sullivan Reading Program, Books 1 - 20 - Behavioral Research Lab			
How we Live - Noble & Noble			
Readers Digest Adult Readers			X
Readers Digest Reading Skill Builders			X
Language Arts Program (Reading) Books 1 - 4 - Cambridge			
McCall-Crabbs Standard test lessons in reading - Columbia University			
Think & Do (for 3 pre-primers) - Scott Foresman			
Reading in High Gear (or Lift Off to Reading) - SRA			X
SRA - Word Games (Reading Laboratory Series)			X

TABLE 3.2.3.3 (Continued)

Materials	Repeated in 1970 by Quantity of Staff		
	Only 1	2 - 4	5 or more
READING (Cont'd)			
Turner-Livingston Reading Series - Follett			
Communications Series (reading) - Follett		X	
Getting Started - Follett		X	
On the Way - Follett		X	
Full Speed Ahead - Follett		X	
Reading for a Purpose - Follett			X
Reading for a Viewpoint - Follett		X	
Systems for Success, Books 1 & 2 - Follett			X
LANGUAGE ARTS:			
(Mott) Basic Language Skills Program Books 1 - 4 - Allied Education Council			X
(Mott) Word Banks - 300, 600, & 900 - Allied Education Council			X
(Mott) Semi-programmed series - Allied Education Council	X		
Language, Books 1 & 2 - Warp			
Grammar, Books 1 & 2 - Warp	X		
Basics of English - Holt, Rinehart			
English II & III - Holt, Rinehart			
Keys to Good Language, Books 2 - 6 - Economy Co.			X
Keys to Good English, Books 7 & 8 - Economy Co.		X	
Keys to English Mastery - Economy Co.			
Guidebook to Better English, Books 1 - 4 - Economy Co.		X	
Learning & Writing English - Steck-Vaughn			

TABLE 3.2.3.3 (Continued)

Materials	Repeated in 1970 by Quantity of Staff		
	Only 1	2 - 4	5 or more
LANGUAGE ARTS (Cont'd)			
Language Exercises (red, blue, gold & green) Steck-Vaughn			
English Essentials - Steck-Vaughn			X
English Grammar Series - Harcourt, Brace			
English 2200 - Harcourt, Brace			X
English 2600 - Harcourt, Brace			
Learning Your Language, Books 1 & 2 - Follett		X	
Phonics We Use - Lyons & Carnahan			X
Elementary English Series - Ginn & Co.			
Imaginery Line Handwriting - Steck-Vaughn	X		
Learning to Write - Holt, Rinehart			
Readable Handwriting - Zaner Bloser Co.			
Sound & Sense in Spelling Series - Harcourt, Brace			
Gateways to Correct Spelling - Steck-Vaughn		X	
Following Word Trails - Warp			
Guideposts Along Word Highways - Warp			
Art of Communication*			
Speaking in Public - Elements of Speech*			
Dolch Word Games			
Dolch Vocational Material with text			
Moonbeam Series - Benefic Press			
Scholastic Magazines - Paperbacks			
You & Your World - American Education Publications		X	
Know your World (weekly newspaper)		X	

TABLE 3.2.3.3 (Continued)

Materials	Repeated in 1970 by Quantity of Staff		
	Only 1	2 - 4	5 or more
LANGUAGE ARTS (Cont'd)			
Letters & applications; report writing			
Newspapers & magazines			X
Dictionary			X
Teacher prepared materials		X	
Language master	X		
SOCIAL STUDIES			
Study lessons in our Nation's History - Follett			X
World History study lessons - Follett			X
Documents of Freedom - Follett			
American History Study Lessons - Follett		X	
Study Lessons in map reading - Follett			
Introduction to Geography - Holt, Rinehart			
American History - Holt, Rinehart			
History of our United States - Warp	X		
Our United States - Steck-Vaughn			
My Country - Steck-Vaughn			
Life in the Americas - Steck-Vaughn			
Nebraska is my home*			
Social Problems			
Negro History*			
Local, county, state government			
Map Skills			

TABLE 3.2.3.3 (Continued)

Materials	Repeated in 1970 by Quantity of Staff		
	Only 1	2 - 4	5 or more
MATHEMATICS			
Figure it out, Books 1 & 2 - Follett			X
Making Progress in Arithmetic - Warp	X		
Arithmetic - Holt, Rinehart			
Arithmetic, Books 1 - 4 - Cambridge		X	
Arithmetic that we need - Richards			
Basic Numbers & Money (Mott) - Allied Education Council	X		
Guidebook to Mathematics - Economy Co.			X
Stein refresher math (Fundamentals of Math) - Allyn & Bacon			X
Programmed Math for Adults, Books 1 - 13 (Sullivan) - McGraw-Hill			X
Money Makes Sense - Fearon		X	
Using Dollars and Sense - Fearon		X	
Working with numbers - Steck-Vaughn	X		
Basic Essentials of Mathematics - Steck-Vaughn	X		
Making Math Plain - McCormic-Mathers			
Structure of Algebra*			
Using Algebra*			
Modern Math for Parents*			
"Your Paycheck"*			
Teacher prepared materials			
Diagnostic Tests			
New Applied Math*			

TABLE 3.2.3.3 (Continued)

Materials	Repeated in 1970 by Quantity of Staff		
	Only 1	2 - 4	5 or more
MATH (Cont'd)			
Learning to use arithmetic*			
Essentials of Modern Math*			
Using Math in everyday life*			
Making progress in arithmetic*			
Seeing through arithmetic*			
Winston Math series*			
ENGLISH AS A SECOND LANGUAGE			
Vocabulary in Context - University of Michigan Press			
English pronunciation - University of Michigan Press			
American English Series - Heath & Co.	X		
English 900 - Macmillan			
Practical Conversations in English - Regents		X	
Reading for a purpose - Follett			
Audio-Lingual English*			
Simplified readers for Spanish speaking people*			
Spanish workbook in everyday language*			
Medical guide in Spanish*			
Spanish-English conversation*			
Basic goals in Spanish*			
Puerto Rican guide for beginners*			
Read to Learn - Steck-Vaughn			

TABLE 3.2.3.3 (Continued)

Materials	Repeated in 1970 by Quantity of Staff		
	Only 1	2 - 4	5 or more
SCIENCE			
Basic Science for Living, Books 1 & 2 - Steck-Vaughn			X
CONSUMER EDUCATION			
Where does the money go? - Steck-Vaughn			
You and your money - Steck-Vaughn			
Budgets			
Credit Buying			
Understanding Taxes			
Your income tax - Studig			
Social Security - Federal publications			
How to be a wise consumer - Oxford			
New fabrics, new clothes and you - Steck-Vaughn			
The care we give our clothes - Steck-Vaughn			
Various Extension and USDA bulletins			X
LIVING SKILLS			
What job for me? - McGraw-Hill			
Home & family living - Steck-Vaughn*			
New Rochester Occupational*			
Voting information			
Driver's Education			
Vocational Reading Series - Follett			

Note:

*-Items not listed in the suppliers and book company lists but were reported by local programs.

Since the total quantity of reported materials for the two years is about 260 items, and since TABLE 3.2.3.3 indicates the 1969 materials that were used in 1970, another lengthy list of 1970 materials will be avoided. However, two general categories will be included in TABLE 3.2.3.4: 1) those materials listed in 1970 for the first time by two or more staff personnel, and 2) those materials in the expanding areas.

TABLE 3.2.3.4
Materials (1970)

(Reported for first time by two or more staff or reported in one of the areas of increased emphasis, denoted by (*). Bracketed entries may or may not refer to the same material since all such entries could not be located in an index or catalog.

READING/LANGUAGE ARTS

Reading for Understanding - SRA]
RFU Reading Cards - SRA]

Streamlined English, Laubach - New Reader's Press]
New Streamlined English Series]

GO Books AA, CA (EDL Materials)

Adult Reader - Steck-Vaughn]
Adult Reader, Robertson]

Phonetics Skill Text]
Phonics Skill Text]
New Phonics Skill Text]

Basic English Review]
Rapid Review of English Grammar, Praninskes - Prentice-Hall]

Language Power, Laubach

Spelling 1500: A Program - Hook, Harcourt, Brace and World

We Talk, Spell and Write - Scott Foresman

Correctness and Effectiveness of Expression (a practice GED subtest)

Basic Skills in Grammar - Cambridge

Work-A-Text in English - Cambridge

TABLE 3.2.3.4 (Continued)

READING/LANGUAGE ARTS (Cont'd)

Spelling - Cambridge

Reading Readiness - Sullivan

Guidebook to Better Reading (Series), Rambeau - Educational Guidelines Co.
(Economy Co.)

Spelling Growth

ENGLISH AS A SECOND LANGUAGE

The Magnetic Patterns of the English Language

English Language Skills

Learning our Language - Steck-Vaughn

MATH

Steps to Math - Steck-Vaughn

SCIENCE*

Exploring Our World - Warp

Scientific Living Today - Steck-Vaughn

This Earth of Ours - Steck-Vaughn

Learning to Use Science - Steck-Vaughn

Biology, The Science of Life - Steck-Vaughn

Basic Science Books - Steck-Vaughn

Natural Science - Cowles

Unit Review of General Science

General Science Series - Follett

Basic Science - GED Handbook

Readers Digest Science

INDUSTRIAL AND SECRETARIAL ARTS*

Gregg Typing - McGraw

Twentieth Century Typewriting - SW Publications

Stenoscript A-B-C Shorthand

Automechanics, Glen - Bennet & Co.

Woodwork in Industry - Fine

Modern Welding - Goodheart

TABLE 3.2.3.4 (Continued)

GED*

GED Preparation Series - Cambridge
 High School Equivalency Tests - Simon & Schuster
 GED Preliminary Practice - ARCO
 Preparation for High School Equivalency - Cowles

GENERAL

Advanced General Education Program - U.S. Dept. of Labor - Job Corps
 Made Simple Self-Teaching Encyclopedia
 Introduction to the Dictionary (transparencies)
 Introduction to the Encyclopedia (transparencies)
 Cyclo Teacher

It is interesting to note that 71% of the directors favor a state wide committee to identify materials. Their arguments for such a procedure were: need for uniformity, variety of available materials too great for personal review with no guidelines and without considerable cost of time. Those who oppose such an approach (29%) argue that standardized materials are not compatible with varying student needs. Standardizing materials, so those opposing suggest, is not the answer. However, the variability of materials is overwhelming. The data does not indicate if this variability is a function of student needs or is a function of the lack of standardized guidelines. It is suggested that a state wide committee could develop criteria, guidelines, and/or a selection process which could assist local directors in material selection. Such a committee need not actually make material selections nor standardize the materials.

4. On-Site Visits

In an effort to supplement the questionnaire data, some on-site visits were made. The specific concerns of these visits especially relate to the topics of Section III B which have been discussed up to this point. First, the limitations of this effort must be recognized. The sample was small (12 classes in 2 programs), time was minimal (10-60 minutes per class visit, only two classes revisited), the students were not necessarily typical of the state average (all were urban residents), and finally, many of the recorded observations were necessarily subjective.

However, much information can be derived by personal visits that cannot be acquired by a questionnaire. Visits included observations of the following: the physical components, arrangement, and appearance of the classroom; student-student and teacher-student interaction; and the teaching methods utilized.

Class locations included junior high and elementary schools (4), a church, a public library, a center for the Concentrated Employment Program, the Child Saving Institute (for unwed mothers), a waste water treatment plant, and an Encore office (an organization for the mentally retarded). Most of these locations were basically residential areas or were bound on one side by residences and on the other by business districts. The waste water plant was in an isolated, open area. One building was a renovated old home; all others had a rather pleasant external appearance. Parking was generally adequate with only 3 locations limited to street-only parking.

Internal classroom appearances were varied. Some were "bright" and neatly arranged (unused equipment and supplies neatly stored or displayed), others were stark, and others were "junky" with a cluttered appearance created by materials, equipment, etc. which were not relevant to the class in

session. In several classrooms there were educationally related objects of a general nature including maps, globes, bookcases and small libraries, encyclopedias, dictionaries, text and reading books, calendars, etc.; a few had items of art, occupational related bulletin boards, and numerous equipments which did not relate, pre se, to the class; a few had none of these things.

Most classrooms fell within the "comfortable" zone of temperature and ventilation. All classrooms seemed to be sufficiently isolated from external noises.

Most classrooms were adequate in size for the number of students although a few were overcrowded, one seriously. In only one classroom was there observed the traditional "desk-chairs in a row" organization. One classroom had tables in rows with all students facing the front of the room. All other physical organizations constituted some degree of face-to-face grouping, such as sitting around separated tables, tables in a "U" formation, etc. In no case was the furniture child-sized, although in one junior high school the furniture was not quite standard adult size.

The academic organization of the classes included 1) English as a second language, 2) advanced math, 3) advanced studies excluding math, 4) multiple subjects at multiple levels, and 5) a completely individualized situation resembling a tutorial service.

The structure of the classes varied. In some there were scheduled breaks, and in some cases smoking, coffee, etc. were permitted only during breaks. The other extreme was also observed. Students exercised complete freedom to smoke, drink coffee, exit and re-enter, and move about in the classroom.

There were three basic patterns of interaction represented by these classes. In one the teacher, or tutor, was available at a designated location at designated times. Students came individually, having studied at home, to seek aide with a specific problem, to receive homework, to take tests, and/or to receive a new assignment. Teacher-student interaction was one-to-one.

A second basic interaction pattern, and the one most often observed, but which seemed a bit sterile, was one of limited student-student or student-teacher interaction. Each student engaged in "independent" study with occasional trips to a "fixed" (location wise) teacher for a private question or with occasional trips by the teacher for private conversation with a student. On one occasion this independent study was followed by a class discussion of the common content of the independent study.

A third interaction pattern involved great student-student and student-teacher interactions. Students, in pairs or threes, (which could change with the problem at hand), worked together. There were continuous and multiple side conversations in moderately hushed tones. The teacher was never stationary but rather was consistently moving from student to student. "Private" conversations were frequently openly audible, especially between teacher and student.

The most striking impression of these visits was the differences of affective environment between English-as-a-second-language classes and most other classes. Members of the former were visibly enjoying themselves, while members of the latter were generally solemn. One multiple-subject, multiple-level class was observed to have the same emotional environment as the English-second language classes. All the "happy" classes tended toward the third interaction pattern described above. This suggests an extremely

interesting area for in-depth research. What is the relationship of the "happiness" in a classroom to learning? Student turnover? Teaching methods? Teacher personality? Student backgrounds?

Although the data from on-site visits are admittedly limited, there does seem to be some contrast to previously reported teaching methods. Excluding the informal student-pair conversations, formal group (small or large) discussions were not seen as often as might be implied by TABLE 3.2.3.1. Excepting two uses of the blackboard, no use of audio-visuals was observed. — TABLE 3.2.3.1 presents an overwhelming utilization of individualized instruction. Although individualization was observed, independent or individual instruction was observed more often. That is, when all students do the same lesson in the same workbook, at the same time, but independently, individualization is not occurring. When all students learn level I math, using the same programmed text, even at individual rates, individualization is not occurring. When materials and assignments recognize the student's level of accomplishment, his requirement for small or large incremental steps, his need to be "prodded" or left alone, his need for concreteness versus his ability to handle abstractness, his need to move rapidly or slowly, etc., then individualization is being approached. As a couple of respondents noted, this is an extremely difficult but important task. This suggests that much of the reported individualized instruction may not, in reality, be taking place.

5. Testing

TABLE 3.1.1.13 illustrates the degree to which testing is a counselor function. Teachers report that 71% of testing is administered by teachers; counselors administer 14% of the tests; and some tests are administered by administrators, teacher-aides, students (self-testing), and consultants.

As reported by directors, and similar to the 1970 report, there is a great variation in policies dealing with retesting of students after initial placement. Thirty-six percent reported that retesting was individualized or dependent upon the student, his goals, progress, needs, previous schooling, or the like. However, no criteria was given for any of these parameters. Time intervals for retesting ranged from continuous to 6 months. Reports also indicated retesting at the end of study units and at the end of the eighth grade. Once again it seems appropriate to suggest standardized state-wide guidelines to assist local programs in establishing testing policies. Such guidelines should not pre-empt local policy.

TABLE 3.2.5.1
Selection of Tests
(percent respondents)

Selection Methods	1969			1970	
	Administrators	Teachers		Administrators	Teachers
University of Nebraska	X	0		0	0
List from Institute at N. Montana College	X	0		0	0
Text related	X	0		0	19
Existing use by local school system	X	0		0	0
Teacher, counselor recommendation	X	47	}	30	38
Administrator's personal selection	X	50			38
Recommended by consultant or specialist	-	3	}	38	3
Recommended by other ABE directors, or workshops	X	0			0
Only one known by local program	X	0		0	0
Do not know what is available	X	0		0	0
Trial and error	-	0		16	0
Need of student	-	0		16	3

TABLE 3.2.5.2
Testing Devices for Initial Placement

Test	1969	1970
	(Number Directors)	(% Responding Directors)
Follett - Student Survey Form A & B	3	25
ABLE I & II Placement Guide Allied Education Council	2	17
Spache - Diagnostic Reading Scales	X	0
Dolch - Basic Sight Words	X	
Nelson - Reading Inventory	X	
B.R.L. Placement Tests	X	
Gray Oral Reading Inventory	X	
Mott Placement	X	
Scott Foresman Survey Test	X	
Gates - Mag Ginitie Test	X	
Sullivan Associates Placement Tests	X	
California Achievement Test	X	25
Stanford Achievement Test	X	17
Math - Porter - 100 problems	X	0
ABE Teacher Development Math Placement	X	25
Cambridge Diagnostic	-	8
S.R.A.	-	8
Jobs Corps Placement Test	-	8
Various	-	8
Instructors Evaluation, Teacher made tests	X	8
None	X	17

TABLE 3.2.5.3
Testing Devices After 150 Hours Classwork
(percent administrator responses)

Test	1969	1970
Dolch Sight Word Test	X	0
Gray Oral Inventory	X	0
Mott Exercises for Level Placement	X	0
Follett	X	11
Stanford Achievement Test	X	22
California Achievement Test	X	56
ABLE Levels I & II	X	11
Intermediate Level Iowa Test of Educational Development	X	0
Different batteries of original tests	X	0
Diagnostic Test for Math & Reading	X	0
Criteria from GED tests	X	22
Test & Study Unit Tests	X	22
Teacher Prepared Tests	X	44
Eighth Grade Test	-	11
Do Not Know What is Available	X	0

Seventy-eight percent of the teachers reported the use of standardized tests in the determination of student level and/or progress. The purposes reported for the test devices listed in TABLE 3.2.5.4 are varied. Most of the tests were reported as used for the three purposes of placement, achievement, and diagnosis.

TABLE 3.2.5.4
Testing Devices Reported by Teachers & Counselors

Test	1969	1970
	(Frequently Mentioned)	(Percent Respondents)
ABLE	7	15
Text, material provided test	5	13
Mott Placement	4	4
ABE Student Survey	4	24
Sullivan Progress/Placement Test	4	7
Gates Reading Survey	3	4
Stanford Achievement Test	3	16
Dolch Vocabulary Test	5	0
California Achievement Test	2	27
Math Placement	2	2
Dolch Basic Word Check	2	5
Spache Diagnostic Reading Scales	1	7
S.R.A. Tests	1	5
McCollough Word Analysis	1	2
GED & GED Prep - Cowles	-	9
Adv. Gen. Educ. Program	-	4
ARCO Tutor Test	-	4
Cambridge Tests	-	4
Nelson Reading Test	-	2
Eighth Grade Test-Standford, Harcourt & Brace	-	4
Teacher made and miscellaneous	-	7
Other tests, mentioned only once in 1969 and none in 1970	X	-

6. Counseling

Since separation of the counselor role and the counseling program is somewhat arbitrary, a review of TABLE 3.1.1.13, "Counselor Activities", may be useful before proceeding.

In terms of the frequency of individual student counseling, 40% of the counselors reported their counseling to be on a continuous basis, 40% counsel upon student request, and 20% reported each of the following circumstances: student is counseled once, upon entry into the program; student is counseled once or twice a year plus special problems; and each student who drops out is interviewed at least once.

Counselors did not choose to share to any great extent their most successful methods of counseling. It is assumed that counselors perceive their methods to be either 1) so commonly known that they didn't know what the questionnaire really wanted, or 2) so complex that they can't be explained in a questionnaire response. Nonetheless, one counselor reported success with in-depth counseling. It was also suggested that the most effective counseling occurs via 1) the display of enthusiasm for the program and 2) the excellence of instructors.

Counselors reported their program's student follow-up program to include the following features:

- (a) Assist teacher in obtaining student dropout information (60% of the counselors)
- (b) Assist the student feedback on need fulfillment by the program (60%)
- (c) Assist students to obtain jobs (40%)
- (d) Assist in assessing realism of student goals (40%)
- (e) Determination of student continuation through GED after level III completion (20%)

Two counselors knew the percentage of post level III students who had enrolled in GED. The dichotomous results of 90% in one case and 0% in the other are interesting. Forty percent of the counselors maintain a follow-up

file on all ex-students, 60% do not. Two counselors reported students who continued their education into college, one reported students who continued in clerical and bookkeeping training, two reported students who continued in their present employment and two reported students who sought new employment after ABE. Employments reported included hay mills, production (assembly line), and construction. (This information is supplemented by data in section III D, "Factors Relating to Student Needs".)

7. Recruiting & Public Relations

Local programs direct their public relations primarily toward 1) other agencies and organizations that might in turn influence potential students (38% of responding directors), 2) potential students themselves (31%), and 3) the general public (15%). Methods used in public relations include: newspaper (54%); personal contact and oral communications both formal and informal by staff and students (46%); radio, TV and unspecified news media (46%); letters; and fliers in businesses, schools, and agencies.

TABLE 3.2.7.1
Methods of Recruiting

Methods	1969	1970	
	(rank-order)	(rank-order, weighted & normalized)	
	Admin.	Admin.	Counselor
Students	1	1.2	1
Recruiter	2	1.7	2.8
Personal contacts of staff	3	1	-
Newspaper	4	1.7	1.9
Radio	-	2.0	2.9
Public agencies and Community gatherings	-	3.2	2.3
Fliers	-	3.2	2.5

Ninety-two percent of the sampled students who responded had told others about ABE classes, 8% had not.

TABLE 3.2.7.2
How Students Learn About Training Opportunities Like ABE
(percent responding students)

Medium	1969	1970
Friends, neighbors	55	56
Newspapers	33	39
Television	14	11
Radio	3	11
Public & Community Agencies & Organizations	6	3
Other	3	3

TABLE 3.2.7.3
How Students Learned of ABE Specifically
(percent responding students)

Medium	1969	1970
Family, Friend, neighbor	57	54
School Official	18	10
Newspaper	10	24
Welfare Office	5	5
Church	5	1
Other agencies	3	10
Other	2	3

As reported by local directors, the state director appears to be flexible and seems to individualize his consultation. Director (state)-to-director (local) contact was reported by 40% of the local directors, 30% reported state director interaction at all staff levels, and one program reported state director interaction with all personnel including students. Forty percent of the directors reported the state director to be available as needed and requested, although one director reported the need for more than the average 2 visits per year. The annual workshop for supervisors and directors, teacher seminars, and in-service sessions are functions supported by the state director. The reported consultative content ranged from single primary areas such as finance and reports to special local problems or "most program phases". One director reported that the state director generally provided leadership, ideas, and guidance.

Seventy percent of the responding directors reported the state office as a basic source of information concerning innovations, research, etc., of ABE. Meetings and conversations with other directors and related professionals were basic sources of such information for 60%. Sixty percent reported professional literature. Publications and/or publishing agencies include the National Association of Public Continuing and Adult Education, Washington Newsletter on Adult & Basic Education, The Community School and its Administration, Adult Leadership, Adult Education News, Adult Education Journal, and Central Manpower Institute for Development of Staff. One director reported no source of this type information, and four who returned the questionnaires, did not respond to this item.

As to the consultation given local staff by local directors, the most frequent responses (45% of the responding directors) were rather general, such

as staff meetings, mutual cooperation at problem solutions, interaction of all staff on all phases, etc. Formalized inservice training was the consultive medium of one director. Informal inservices, such as director visiting classrooms, person-to-person, and as requested by staff, were reported by 27% of the directors. One director indicated that he attempted to provide leadership, ideas, and guidance; another provided direction for all staff toward effective adult learning. More specifically reported consultive content includes recruitment and evaluation and curriculum needs. One of the 11 responding director indicated he had little time for consulting his staff.

Eighty-two percent of the responding directors reported the use of in-service sessions, workshops, seminars, and/or orientations. The frequency of this training ranged from once-a-year to bimonthly. The average quantity of training sessions per year, for those programs having such sessions, is three. Some of these training sessions are local, some are area (combined programs). One director reported professional meetings as a primary source of staff training and four reported little or no staff training.

Although TABLE 3.1.1.11 suggests a substantial increase since 1969 in the numbers of staff personnel having received some ABE training, staff development does not appear to be extensive. Previously presented data suggests some mitigating circumstances and/or explanations. First, of course, is the relative number of new programs. The relatively limited time that directors have and/or give to ABE could also be a factor. One important hint comes from the criteria given for staff selection with the most important being 1) personal characteristics and 2) previous experience in education. These suggest that directors feel, to some degree, that persons who have the personal

characteristics to teach adults or that persons who have successfully taught children need little training for ABE. One exception to this rather negative reaction to reported training, is the Panhandle area workshops. Area staff, at all levels, refer to it as very productive.

C. STAFF PERCEIVED STRENGTHS AND WEAKNESSES

Reported program strengths were far too numerous to itemize. However, a few broad categories were evident.

TABLE 3.3.0.1
Strengths of ABE Programs
(percent respondents)
(1970)

Strengths	Teachers	Teacher-Aides	Counselors
Flexibility: materials, methods, ideas, schedules, locations	20	13	20
Materials: adaptable, adequate, ample	22	-	-
Attention given Students: individualized instruction, staff- student interactions, student- student interactions	22	42	20
Fulfillment of Student Needs: practical needs, personal growth, social development of minority groups	30	33	-
Student Motivation: regular attendance, interest during class, motivation to continue education	28	17	-
Staff: director, staff enthusiasm and background, administration- staff interactions	24	17	60

TABLE 3.3.0.2
Greatest Problems Expected by Teachers & Teacher-Aides
(rank-ordered, weighted and normalized)

	Teacher	Teacher-Aide
Divergent student abilities and backgrounds	1	1
Shortage of materials, equipment and teacher-aides	2.4	2.5
Maintaining interest, commitment	2.1	2.9
Communications with students	2.8	3.0
Not enough time	1.8	2.6
Too many records	2.7	3.6
Absenteeism due to transportation and work	1.4	1.9

Other problems reported include disorganized administration, lack of space and staff, inability of some students to pay book and testing fees, and too many questionnaires.

A couple of directors also noted the questionnaire used in this study as one of their major problems. (Several other indirectly indicated such hostility towards the questionnaire.) More important, however, is that almost 40% of the directors report recruitment and retention of students as their major problem. The need of funds was listed by 31% of the directors and lack of time is a primary concern of 15%. Local supervision and scheduling classes to fit the many schedules of students were also reported as major problems.

It is interesting that many items reported as a program weakness were also reported as a strength, and vice versa. Especially interesting is the occurrence of "materials" and "student motivation" as major categories of strength and of weakness.

TABLE 3.3.0.3
Weaknesses of ABE Programs
(percentage of respondents)
(1970)

Weakness	Teachers	Teacher-Aides	Counselors
Student interest & motivation, recruitment and reaching too few	31	29	40
Inadequate materials	29	14	-
Time: infrequent meetings, too much material in too little time, time to individualize, preparation time	19	29	-
Curriculum: too strict; need for classes in homemaking, health, living skills, consumer education; need special class for students under 20	6	5	-
Administration: salary disparity between teacher and aides, poor coordination with other agencies, poor local administration, too many bosses and unclear duties, too much paper work	8	10	-

One teacher and one teacher-aide reported that individualized teaching is a program weakness. They did not specify whether it is the philosophy or the implementation which is the weakness. A second aide suggested the latter by reporting inadequate staff (quantity) for individualization. One counselor identified the implementation of an individualized program as a weakness. (Some of those responses summarized within the "time" category, also related to the lack of time for individualization.) Given the recognized difficulty of individualization and the extent of individualization reported in section III B 3, it is surprising that so few responses dealt with the subject. As previously suggested, this could be due to less actual individualization than reported.

Also of worthwhile interest is the nature of the classes found lacking. (TABLES 3.3.0.3 and 3.3.0.4 indicate a need for classes in practical, day-to-day

living information.) Two other interesting weaknesses reported by one program each were lack of community support (see Section IV) and the size of the task.

Proposed improvements were as numerous and varied as there were respondents. Summarization is impossible. TABLE 3.3.0.4 list abbreviated forms of the ideas reported with the number of responders to a broad category indicated in parentheses.

TABLE 3.3.0.4
Proposed Improvements

Program (19)

Classes in social living/living skills, classes in homemaking, more practical arts, more directly applicable knowledge, group sessions for living skills and consumer education, more classrooms, classrooms closer to home area of students, establish two class levels - elementary and GED, more time, increase number and frequency of class meetings, longer period, more staff recruiting, more staff training, summer traineeships and fellowship programs for staff, teachers' workshops for idea exchange, use only "qualified" teachers - no aides (submitted by an aide), supplement standardized test with judgement in the granting of diploma or eliminate 8th grade diploma, follow Wyoming model for GED scores

More and Better Materials (14)

Standard achievement test for science and social studies, provide English-second language materials, greater variety of materials, more audio-visual aids, improve publishing house response time, better use of available equipment, better programmed materials

Teaching Methods & Student Motivation (13)

Create a scholastic contest, with awards, for those completing GED or ABE; serialize subject matter (over weeks), emphasize accomplishments, generate recognition of the need for home study, more freedom of method, more rapport and concern for students, better motivating schemes, attendance incentives, more individualized teaching, use teacher prepared lesson plans, do not begin a new class series with a test

Administration (6)

Less forms and paper work, stronger/better organized administration, create Student Advisory & Policy Committee, adjust teacher/teacher-aide salary disparity, centralized instructional and hiring responsibilities, provide staff with performance expectations.

More Money (3)

For social events, student stipends for full time school

Miscellaneous (3)

Charge a small fee to distinguish ABE from charity, keep trying, continued staff dedication

D. FACTORS RELATING TO STUDENT NEEDS AND ATTITUDES TOWARD ABE

The division of student data into the two basic categories of characteristics (section III A 2) and the present section was quite arbitrary. Review of section III A 2, which was presented for descriptive purposes, will contribute to an understanding of students' educational needs.

Most of section III has, to this point, described Nebraska's ABE Program from the staff point of view. This section should be examined by the reader for contrast.

TABLE 3.4.0.1A
Students' Desires for Their Children
(percentage of respondents)

Education	1969	1970*
Less than High School	0	0
High School Diploma	19	33
Some College	17	29
Bachelor Degree	47	23
Advanced Degree	17	15

Note:

*-No response by '19 (generally those with no dependent children).

Thirty-seven percent of the students help their children with school-homework. The remainder either do not, have no children in school, or did not respond.

TABLE 3.4.0.1B
Students' Desires for Their Children
(percentage of respondents)

Occupation	1969	1970*
Child's Decision	-	21
Teacher	X	20
Nurse	X	7
Doctor	X	6
Engineer	X	6
Lawyer	X	4
Rancher/Farmer	X	4
Secretary/Stenographer	X	4
Minister/Missionary	-	3
Mechanic	X	3
Electrician/Air Conditioning Technician	-	3
Navy	-	3
Housewife	-	3
Singer, artist, business, social work, professional, forestry, veterinary technician, interior decorator, accounting clerk	X	13

Note:

*- No response by 22 (basically those with no dependent children).

TABLE 3.4.0.2
Self-Perceived Intelligence as Compared to ABE Classmates
(percent respondents)

	1969	1970
Much more Intelligent	17	7
About the same	75	74
Less Intelligent	9	19

TABLE 3.4.0.3
Period of ABE Involvement
(percent respondents)

Time	1969	1970
0 - 3 months	22	53
3 - 6 months	26	21
6 - 9 months	10	7
9 - 12 months	7	4
1 year plus	35	14

TABLE 3.4.0.3 indicates an apparent shift, since 1969 toward a reduced period of student involvement. The basic explanation for this shift is the occurrence of new programs. Even so, there is no evidence that the problem of student retention is being solved.

TABLE 3.4.0.4
Desired Education
(percent respondents)

	1969	1970
LEVEL DESIRED		
1 - 5	2	1
5 - 8	12	15
Some high school	9	4
High school diploma	43	57
Some college	35	22
PLANNED PROGRESS IN THIS PROGRAM		
8th	?	37
GED	?	68

Of those who plan to complete 8th grade and/or GED in the ABE program, 65% have discussed these plans with some staff member. (It is interesting to compare TABLE 3.4.0.4 with TABLE 3.4.0.1)

TABLE 3.4.0.5
Student Classes
(percent of sample)
(1970 only)

Class	Last Quarter	This Quarter	Next Quarter
ABE, Level I, II, or III	4	15	5
GED	0	5	3
Math	25	42	22
English	16	33	20
Reading	14	23	13
Social Science (Including History)	2	11	7
Spelling	7	10	3
English as a second language	1	9	3
Science	3	8	9
Writing	2	4	2
Literature	0	4	1
Phonics	1	2	1
Language	1	2	0
Budget	1	1	0
Health	0	1	0
Biology	0	1	0
Bookkeeping	0	1	1
Typing	0	1	1
Sewing	0	1	1
Don't know, None, No response	62	15	49
Nurses training	0	0	1
College	0	0	1

It was interesting to note the differences in the way students reported their classes as compared to teachers (see Section III B 2). Students tended to report a series of subject areas.

TABLE 3.4.0.6
Perceived Benefits of ABE
(percent respondents)

Benefits	1969	1970
Personal satisfaction	48	62
On-job self-confidence	37	40
Meet requirements for better job	43	43
Job advancement	20	24
Understand job application forms	10	19
Help in applying for a job	17	24
Read and write to improve my earnings	38	35
OTHER		
Understand English, have a good job, help with children's lessons, clerical experience, dietitian, help get college credits	3	8

Of those in the sample who responded, 45% believe ABE will help to increase income; 40% think "maybe"; and 15% think not. The comparable 1969 figures were 60%, 28% and 8%. There has been marked negative shift over the intervening year. Is this a result of the sample? the new students? new programs? the economics of the times or confidence in ABE and/or education?

In comparing TABLE 3.4.0.6 with TABLE 3.4.0.7, it is suggested that the latter is more useful as an indicator of student expectation of ABE. The former table was based on data from a forced-choice question, the choices being predominately job-related. TABLE 3.4.0.7 is derived from an open-ended question which produced a free-choice response. (Again in TABLE 3.4.0.7, we see the increased emphasis on GED.)

TABLE 3.4.0.7
Planned Accomplishments of Attending ABE
(percent respondents)

Accomplishment	1969	1970
High School (GED) Diploma	17	41
Speak, read, write, improve English	43	27
Better job/Higher salary	27	26
General increase in knowledge, education and understanding	17	14
Personal satisfaction/Self-betterment/ Self-confidence	7	9
College preparation	5	6
Help family, community, etc.	-	5
Specific skill (e.g., sewing)/ Specific career preparation (e.g., nursing)	-	4

TABLE 3.4.0.8
Perceived Areas of Greatest Progress

Area	1969	1970
Reading	77	63
Writing	37	44
Arithmetic	53	59
Family Budget	8	6
Speaking, English, spelling, vocabulary	13	6
Driving, sewing	2	1

About two-thirds of the student sample are satisfied with the classes being offered, or at least had no suggestions for additional classes. Of the suggested classes, 63% were of a "practical", "direct application" nature - typing (23%), bookkeeping (10%), home economics (8%), cooking (5%), knitting, shop, woodcrafts, accounting, budgeting, business, and (?) massaging. (Note the rather high correlation with staff suggested additional classes, section III C.) Other requested classes include math (5%), social studies (5%), foreign language (5%), philosophy, psychology, geography, science, English, Indian history, history, literature, and composition.

There appears to be some confusion in the fact that only one-third of the students suggested new classes, yet two-thirds reported ways in which these new classes would help. Nonetheless, of those responding, the following categories were reported: better job and/or higher income (60%); personal growth, curiosity (41%); homemaking, budgeting, child care, family (40%); community participation (31%); complete 8th grade, GED, high school diploma (24%). When comparing this data with that of TABLE 3.4.0.7, we are once again faced with an apparent discrepancy. And once again we must recognize the contribution of different question forms (open-ended versus forced-choice). In this case, however, some speculation can be made in terms of the relationship of student goals to ABE. It is suggested that the context, form, and wording of one question generally elicited goals more directly related to participation in ABE, e.g., GED, while the conditions of the second question elicited less directly related goals, e.g., better jobs.

Eighty-five percent of the responding sample students like to attend ABE classes "very much", 15% like it "some", and none reported "not liking to attend". (Such persons, it may be suggested, probably do not continue attendance.)

Table 3.4.0.9
Perceptions of Staff Interest in the Student
(percent respondents)

Level of Perceived Interest	1969			1970		
	Teacher	Counselor	Director	Teacher	Counselor ¹	Director ²
Very interested	85	} 50	65	80	63	65
Moderately interested	?		?	19	19	17
Little interest	?		?	13	5	(See Note 3)
No interest	?	?	?	(See Note 3)	0	1
Do not remember director/ counselor	N/A ⁴	X	?	N/A ⁴	13	16

Notes:

- 1-Thirty-five percent of the sample did not respond to degree of counselor interest, perhaps realizing their program had no counselor. This category must be interpreted cautiously since responses were given by students in programs where there was no counselor.
- 2-Again a large percentage (18%) did not respond. Is it possible they do not know of the existence of a director?
- 3-This combination of staff/interest-level was inadvertently omitted on 1970 questionnaires.
- 4-N/A indicates not applicable.

TABLE 3.4.0.10
Perceptions of Classroom Treatment
(percent respondents)

Treatment	1969	1970
As an adult	86	92
As a High School Student	10	5
As a Graduate Student	2	3
Other	2	0

TABLE 3.4.C.11
Perceived Adequacy of Materials
(percent respondents)

Degree of Adequacy	1969	1970
Very interesting	95	91
Rather simple, more for children	2	5
Not appropriate	4	6

TABLE 3.4.0.12
Anticipated Feelings Should ABE Discontinue

Feeling	1969	1970
Not much concern	3	0
Rather concerned	15	28
Very unhappy	82	72

It should be remembered that the perceptions and attitudes toward ABE reported in the latter part of this section are those of students who are gaining enough satisfaction to be in it. Adult educators must be very careful not to design programs nor to perpetuate programs on the sole basis of information gained from participants. To do so, may ensure continued participation of present participants and those of a similar background. However, it is those who stay only briefly and those who never come at all who hold the key to having Adult Basic Education serve "those who need it most". This, of course, suggests research of great proportions.

IV. COMMUNITY AWARENESS

A. INTRODUCTION

The purpose of this section of the study is to ascertain the degree of awareness about the local Adult Basic Education program among various community members. This survey will help to identify those sections of the community which possess scant knowledge of their community Adult Basic Education. With these groups identified, promotional efforts could be initiated in an attempt to offer these "target areas" a greater familiarization of the purposes and goals of the local Adult Basic Education programs.

B. MECHANICS OF SURVEY

The criterion for selecting the survey sample was determined by the individual's profession in his/her community. Any profession which might involve itself with potential ABE students was included. Six categories of respondents were established to offer greater definition to the sample. The categories are: 1) Judges, probation officers, parole officers, policemen and sheriffs, city and county attorneys; 2) Public health officials and workers, welfare officials and workers, state employment agency directors and counselors, local government officials; 3) Clergymen, Salvation Army directors; 4) Cooperative extension agents; 5) Local employers who might employ those of a low education level, Goodwill Industries directors; 6) Head librarians, radio and television station program directors, newspaper editors, local civic organizations.

Once the categories had been determined, names and addresses were obtained from the Yellow Pages section of telephone directories whose subscription area contained an Adult Basic Education program. In addition to

the questionnaire and a stamped, pre-addressed return envelope, a letter of introduction explaining why the recipient was chosen was also included. In several cases, multiple survey packets were mailed to directors of programs. The directors received an additional letter asking them to randomly distribute the questionnaires among their staff members to provide a "representative" sample. Five hundred sixty-one questionnaires were mailed, three hundred fifty-seven or 64 percent were returned.

C. DATA

The following pages tabulate, by community, the obtained data.

TABLE 4.0.0.1
Community Awareness
(frequency of responses)

Community	Respondent Categories	Questionnaires Submitted	Have you heard of the local ABE program?		If yes, indicate feelings about program.			Ever visited ABE class?		Know any ABE teacher?		Know any ABE student?		Ever encouraged enrollment in ABE?	
			Yes	No	Good	Bad	Indif.	Yes	No	Yes	No	Yes	No	Yes	No
Alliance	1	9	8	1	8			4	5	8	1	4	3	5	4
	2	1	1		1				1	1		1		1	
	3	5	4		3		1		4	2	2	3	1	1	3
	4	2	2		2			2		2		2		2	
	5	2	2		2			1	1	2		1	1	1	1
	6														
	T	19	17	1	16		1	7	11	15	3	11	5	10	8
Chadron	1	10	6		6			3	3	5	1	5	1	4	2
	2	5	5		5			3	2	5		4	1	3	2
	3	5		1					1		1	1		1	1
	4	5	4		5			1	4	3	2	4	1	1	4
	5	2	2						1		1	1		1	1
	6	3	2				1	1	1	2		2		1	1
	T	29	19	1	16		1	8	12	15	5	17	3	9	11

TABLE 4.0.0.1 (Continued)

Community	Respondent Categories	Questionnaires Submitted	Have you heard of the local ABE program?		If yes, indicate feelings about program.			Ever visited ABE class?		Know any ABE teacher?		Know any ABE student?		Ever encouraged enrollment in ABE?	
			Yes	No	Good	Bad	Indif.	Yes	No	Yes	No	Yes	No	Yes	No
Columbus	1	10	3	1	1				4		4	2	2	1	3
	2	1													
	3	3	2	1	2				3	1	2		3	1	2
	4	4	2		2			1	1	2		2		2	
	5	2	2		1		1	2	2	2		2		2	
	6	2	2		2			2	2		2		2	1	1
	T	22	11	2	8		2	1	12	5	8	6	7	7	6
Cozad	1	4	1				1		1	1		1			1
	2	2													
	3	5	2		2				2	2		2			2
	4														
	5	3	1		1					1		1		1	
	6	5	3		3			2	1	2	1	1	2	3	
	T	19	7		6		1	2	4	6	1	5	2	4	3

Grand Island	1	6	1	1	1			2	2	2	2	2
	2	5	5		5			1	4	1	4	5
	3	7	6		6			1	5	2	4	3
	4	4	4		4				4	2	2	1
	5	5	1	1	1			1	1	1	1	1
	6	5	3		3				3		3	3
	T	32	20	2	20			3	19	9	13	13
Hastings	1	10	5	4	4			1	8	9	1	8
	2	1	1		1				1	1		1
	3	8	5	2	3	1		1	6	1	6	2
	4	4										
	5	6	2	1	2				3	3		3
	6	4	1		1			1		1		1
	T	33	14	7	11	1		3	18	3	18	5
Kearney	1	8	4		4				4	3	1	3
	2	15	12	2	10				14	9	5	7
	3	7	5	1	4	1			5	2	5	3
	4	3	1		1				1	1	1	1
	5	5	2	1	1	1		1	2	3	1	3
	6	4	3		2	1			3		2	3
	T	42	27	4	22	3		1	29	15	17	17

TABLE 4.O.O.1 (Continued)

Community	Respondent Categories	Questionnaires Submitted	Have you heard of the local ABE program?		If yes, indicate feelings about program.			Ever visited ABE class?		Know any ABE teacher?		Know any ABE student?		Ever encouraged enrollment? in ABE?	
			Yes	No	Good	Bad	Indif.	Yes	No	Yes	No	Yes	No	Yes	No
Lexington	1	8	5		2		1		5	2	3	4	1	2	3
	2	8	8		6		1	6	2	6	2	6	2	6	2
	3	7	4		3			4		2	2	2	2	2	2
	4	3	1		1			1		1		1		1	
	5														
	6	3	1	1	1			1	1	1	1	1	1		2
	T	29	19	1	13	2	2	7	13	12	8	14	6	11	9
Lincoln	1	22	20	1	20	1		6	16	6	16	11	11	16	6
	2	15	12		8	1		2	10	3	9	8	5	11	0
	3	8	2	1	2			3			3	1	2	2	1
	4	6	4		2	2		1	3	2	2	1	3	2	2
	5	6	3	1	3			3			3	1	2	1	2
	6	11	1			1		1			1		1	1	
	T	68	42	3	35	1	4	9	36	11	34	22	24	33	11

Minden	1	8	3	2	3			3	2	3	3	3	3	2
	2	3	2											
	3	5												
	4	3												
	5													
	6	2	1	1	1	1	1	1	1	1	1	1	1	1
	T	21	3	3	6	3	3	3	3	2	4	6		
Norfolk	1	6	3	1	3	3	3	4	2	2	4	1	3	
	2	4	4		4	4	4	2	2	2	3	1	4	
	3	5	3	1	3	3	3	4	4	4	1	3	4	
	4													
	5	1												
	6	3	2	1	3	1	1	3	1	2	3	3	3	
	T	19	12	3	15	11	11	15	5	10	4	11	5	10
North Platte	1	7	6		6	6	6	1	2	4	2	4	4	2
	2	11	9		9	9	9	1	6	3	8	1	9	
	3	6	2		1	1	1	2	1	1	1	1	1	1
	4	3	2	2		2	2	2	1			2	2	
	5	4	2		2	2	2	2	1	1	1	1	2	
	6	6	5		5	5	5	2	3	2	1	3	1	4
	T	37	26	23	4	22	23	4	12	11	13	12	15	11

TABLE 4.O.O.0.1 (Continued)

Community	Respondent Categories	Questionnaires Submitted	Have you heard of the local ABE program?		If yes, indicate feelings about program.			Ever visited ABE class?		Know any ABE teacher?		Know any ABE student?		Ever encouraged enrollment in ABE?	
			Yes	No	Good	Bad	Indif.	Yes	No	Yes	No	Yes	No	Yes	No
Omaha.	1	19	8	9	4		2		15	2	13	1	13	4	11
	2	20	19		11	1	3		8	10	9	15	4	17	2
	3	11	1	5	1			6			5	1	4		5
	4	8	3		2		1	1	2	1	2	1	2	1	2
	5	26	7	4	6			8	2	2	7	3	6	4	4
	6	15	6	1	4		1	5	2	3	4	3	5	3	5
	T	99	47	19	28	1	7	16	44	18	40	24	34	29	29
Scottsbluff	1	12	7		7			3	4	4	3	5	2	3	4
	2	13	11		11			5	7	7	3	11		11	
	3	8	2	1	2				3	1	2	1	2	1	2
	4	4	4		4			1	3	4		3	1	3	1
	5	4	2		2				2	1	1	1	1	2	
	6	4	2		2			1	1	2		1	1	2	
	T	45	28	1	28			10	20	19	9	22	7	22	7

Sidney	1	3	1	1	1	1	1	1	1	1
	2	4								1
	3	3								
	4	2								
	5	3	1	1	1	1	1	1	1	1
	6	2								
	T	17	2	2	2	2	2	2	2	2
York	1	9	2	2	3	3	3	1	1	3
	2	4	3	3	3	3	1	2	1	2
	3	6	4	3	1	4	2	3	2	3
	4	4								
	5	3	1	1	1	1	1	1	1	1
	6	3	3	3	2	1	2	1	2	3
	T	29	13	12	3	12	9	6	10	8

TABLE 4.0.0.1 (Continued)

TOTALS*	Respondent Categories	Questionnaires Submitted	Have you heard of the local ABE program?	If yes, indicate feelings about program.			Ever visited ABE class?		any ABE teacher?		any ABE student?		Ever encouraged enrollment in ABE?	
				Good	Bad	Indif.	Yes	No	Yes	No	Yes	No	Yes	No
Frequency of Responses	1	150	81 21	70 0	6	18 83	40 63	42 58	46 57					
	2	112	99 2	75 1	11	31 69	59 39	73 26	80 17					
	3	99	46 15	34 1	2	3 53	19 40	22 35	20 37					
	4	55	27 0	23 0	5	7 21	16 11	16 12	14 14					
	5	70	27 8	22 0	2	4 27	10 20	14 16	15 15					
	6	74	37 3	30 1	3	14 27	24 16	15 25	20 21					
	T	560	317 49	254 3	29	77 280	168 189	182 172	195 161					
Percentage of Respondents	1		79 21	92 0	8	18 82	39 61	42 58	45 55					
	2		98 2	93 1	6	31 69	60 40	74 26	82 18					
	3		75 25	92 3	5	5 95	32 79	39 61	35 65					
	4		100 0	82 0	18	25 75	59 41	57 43	50 50					
	5		77 33	92 0	8	13 87	33 67	47 53	50 50					
	6		93 7	88 3	8	34 66	60 40	38 62	49 51					
	T		87 13	89 1	10	22 78	47 53	51 49	55 45					

Note:

*-The totals shown exceed the sum of the community data since the totals include a few responses, the community of which was not identified.

Summary

There is no criteria for using the data to judge community awareness versus community non-awareness. However, some simple ratio analysis reveals that not all communities are equally aware of their Adult Basic Education programs. For example, the ratio of persons who have versus those who have not heard of their local programs is less than 3:1 in three communities, and greater than 15:1 in five communities. The ratio of persons having "good" versus those having "indifferent" or "bad" feelings is equal to or less than 4:1 in two communities and greater than 15:1 in four communities. The ratio of persons having visited an Adult Basic Education class versus those who have not, is greater than 1:2 in five communities, less than 1:10 in three. In three communities the ratio of persons knowing an Adult Basic Education teacher is greater than 3:1, less than 1:1 in seven communities, and less than 1:2 in three communities. In four communities the ratio of persons knowing an Adult Basic Education student is greater than 2:1, less than 1:1 in eight communities, and less than 1:2 in two communities. The ratio of persons having encouraged Adult Basic Education enrollment is greater than 2:1 in two communities and less than 1:1 in five communities. To the extent that such analysis illustrates public awareness, or effectiveness of Adult Basic Education public relations, four communities - Alliance, Cozad, Lexington, and Scottsbluff - appear to have most public awareness. Hastings, Norfolk, and Omaha appear to have the least. (No judgement of good or bad is intended; only comparative or relative positions as determined by the simple analysis outlined can be reported.

Two variables of potential explanations come to mind. Public awareness might be expected to vary inversely with population (which reflects the

magnitude of the PR task) or to vary proportionately with Adult Basic Education funding (which reflects capability of performing the PR task). However, neither of these relationships are supported by the data. Analysis involving interaction of these two variables has not been done but might be revealing.

The last page of TABLE 4.0.0.1 presents a more easily seen comparison of respondent categories. Two categories - (2) public health, welfare and employment, and government, and (4) cooperative extension agents - responded more positively than the others. Categories (1) judicial and law enforcement and (3) church/Salvation Army - responded least positively.

Finally, the most negatively answered question was that concerning class visitation. Approximately four of five respondents have never visited an Adult Basic Education class. This, in addition to the respondent categories showing least awareness, may suggest public relations efforts for local programs.

D. RESPONDENT COMMENTS

Several questionnaires were returned with comments written by the respondents. Many of the responses, those offering suggestions for broadening an existing Adult Basic Education program, infer that a definite division between Adult Basic Education and Adult Education does not exist in the minds of the respondents. Some of the comments appearing on the questionnaires follow. They are grouped into these categories: 1) Recent activities, 2) Future personal planning, 3) Suggestions and 4) Praise.

Recent Activities

From a broadcasting company: "We have done radio and television programs on Adult Basic Education." Several industrial firms would like to pass

literature to their employees describing the Adult Basic Education program in their area. A Presbyterian Church is placing Adult Basic Education literature on its information tables. The manager of Manpower Utilization and Training of an urban hospital says, "We are starting a tuition assistance program for our employees and would appreciate any information you can give us". A mayor said, "We encourage all city employees who can, to enroll".

Future Personal Planning

Two pastors, both new to their area, said they would encourage people to take advantage of the opportunity. A newspaper plans to encourage adults to enroll through editorials. A policeman said, "But (I) plan to enroll if I get the chance". A librarian said, "We in the library are working with a talking book program for those who need this service". Another librarian said she would be "very willing to push this program".

Suggestions

The president of a radio station suggested, "We need more Adult Education - not just for dropouts, but (also) for the employed and businessmen". A judge would like to see a program developed for jail inmates. A staff member of the Division of Employment noted knowledge of "Several adults (that) would be interested in Adult Basic Education up to Grade 12, not Grade 9".

Praise

Even though the response rate to question 4 (feelings about the program) was significantly lower for all categories than other questions, a high percentage of respondents had "good" feelings about the Adult Basic Education program. A businessman said the Adult Basic Education director there

(Columbus) was doing a very good job. He also proposed the assistance of the local Chamber of Commerce. An elected official of Scottsbluff said, "I think the program is excellent, (for) those who have neglected their further education or through circumstances beyond their control such as lack of finances, have not been able to properly equip and better themselves, this provides that opportunity".

In concluding this report, comments from an employment counselor in the Omaha Concentrated Employment Program and a Scottsbluff law enforcement official, respectively, seem appropriate.

"....I believe Adult Basic Education programs are of great benefit to the individual, employers, and the community in general. In many cases they would enable the individual to obtain employment which would otherwise be closed to him...."

"....I want you to know how I feel towards the many efforts you people have put forth in helping us. We in law enforcement are thankful for what you have done....thank you for a good job well done."

Appendix A
EVALUATION STUDY FOR
BASIC ADULT EDUCATION PROGRAMS
IN NEBRASKA

State Level

A. State Organization and Staff

1. Explain briefly the organizational structure and relative standing of the A.B.E. program within the State Department of Education.
2. Number of staff. (State Office)

Full-time	1969	1970
Professional		
Clerical		
Other		
Part-time		
Professional		
Clerical		
Other		

3. Qualifications of state staff. (If different from qualifications required, please explain.)

Professional Staff

Clerical Staff

Other Staff

4. Are all employees covered by the State Merit System?

_____ Yes _____ No

Do you have a great amount of staff turnover? _____ Yes _____ No

Explain special problems involved, if any.

5. Explain the working relationships with state, fiscal, budget and auditing personnel.

Discuss problems encountered, if any.

6. Explain working relationships with other agencies.

- a. Internal--Advisory groups

1. Who are they?
2. How are they selected?
3. How many meetings are held?
4. Do they serve the A.B.E. program well?
5. Do you have suggestions for improvement?

--Other internal groups--

- b. External agencies and groups--CAMPS

--State Health Programs

--Others

Do you have suggestions for improvements in this area?

7. State staff, adequacy, training, etc.

- a. Do you have adequate staff?

1. Suggestions for staffing and problems you have encountered.

- b. Training program now in use for state staff.

Describe in-service training programs now used and/or other training programs if used.

- c. Are job descriptions and qualifications specified for each staff member? (Are qualifications based on educational background and experience?)

- d. Are salary schedules used? Can they be altered by the State Director if necessary? Explain problems if necessary.

- e. Do you hold staff meetings?

What kind?

How often?

Who is responsible?

B. Cost of Operations

1. Total funds available to State of Nebraska for A.B.E. programs.

	1969	1970
<u>Federal Funds</u>		
<u>State Funds</u>		
<u>Local Funds if Applicable</u>		
<u>Total</u>		

2. a. Total funds provided for local programs.

	1969					
	No. of Programs	Funds Allocated	*% of Total	No. of Programs	Funds Allocated	*% of Total
<u>Federal</u>						
<u>State</u>						
<u>Local</u>						
<u>Other</u>						

*PerCent of allocation of each individual program

b. Total funds provided for the State Office Expenditures.

	1969	1970
<u>Federal Funds</u>		
<u>State Funds</u>		
<u>Local Funds if Applicable</u>		
<u>Total</u>		

3. What controls over funds are used? (Both State and local)

4. Can funds be reallocated? Explain procedure used.

a. State level

b. Local level

Discuss problems if any.

C. Program Personnel and Services Poovided

1. Students enrolled in A.B.E. programs recorded by State office.

Level	1969	1970
Grade 1 - 3		
Grade 3 - 6		
Grade 7 - 8		
English as a foreign language		
Total		

2. Number of local programs.

[illegible]

3. Directors, teachers and other staff involved in local programs.

	1969		1970	
	Full-time	Part-time	Full-time	Part-time
Directors				
Supervisors if director is not supervising				
Teachers				
Recruiters				
Counselors				
Others, list:				

4. How is the target population (prospective students) determined?

Per cent of target population enrolled in the A.B.E. program in Nebraska (site method determined)

Level	1969	1970
1 - 3		
4 - 6		
7 - 8		

5. How are priorities determined for allocation of funds for local programs?

a. How are funds allocated?

b. Who determines priorities?

6. What kinds of consultative service does the State office provide?

a. What kind?

b. How often?

c. Days per month spent with local staff?

d. Who is responsible?

7. Training programs for local staff.
 - a. What has been done?
 - b. How often has this been done?
 - c. Suggestions for local training programs for the future.
8. Curriculum development assistance.
 - a. Has assistance been provided to local programs?
 - b. What kind?
 - c. How do you keep current?
 - d. Is there any feed-back from local programs?
9. Facilities and equipment for State Office.
 - a. Are facilities and equipment adequate in the State office?
 - b. What is the procedure for procurement?
(Suggestions and problems, if any)

D. Public Relations

1. How do you keep program supervisors informed about:
 - a. New ideas:
 - b. Changes in program policy:
 - c. Methods:
 - d. Research results:
 - e. Etc.:
2. How do you keep the public informed about program, availability, results, etc.
 - a. New media, etc.

E. Evaluation

1. What is the strongest part of the A.B.E. program in Nebraska?
2. What is the weakest part of the program?
3. What research and evaluation has been completed by the State Department?

Appendix B

The University of Nebraska
Department of Adult and Continuing Education
105 University High School
Lincoln, Nebraska 68508

February 1, 1971

Director of Adult Basic Education:

The University of Nebraska Department of Adult and Continuing Education, in behalf of the State Department of Adult Basic Education, is repeating a survey which was conducted last year. This repetition is necessary to update the data obtained previously and to facilitate an on-going evaluation of our State program.

The enclosed package includes questionnaires for you, your staff (teacher and teacher aides, and counselor), and your students. Stamped, self-addressed envelopes are attached for use by staff personnel.

We request that you disseminate these questionnaires to the appropriate persons, explaining that all information will be confidential. Further, we ask that you assist us in maintaining this confidence. The student questionnaires should be disseminated via teachers and/or counselors at a time and place suitable for assisting the student to respond.

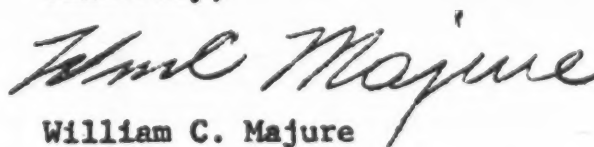
Staff personnel will, of course, return their responses directly to us via the attached envelopes. Collect the student responses and mail them directly to us as a package.

Please encourage and plan for all responses to be returned by March 30.

This information will be compiled and published in summary form. We expect this publication to be of value to you and your program.

We are dependent upon your cooperation. Thus we solicit your assistance and will appreciate your efforts in this matter.

Sincerely,


William C. Majure

WCM:syb

Encl.

EVALUATION OF BASIC ADULT EDUCATION

STATE OF NEBRASKA

Local Director or Supervisor Questionnaire
(Use back of page if additional space is needed)

Personal Data

1. Name of sponsoring organization (school or business)

Address _____ Zip Code _____

2. Directors name (person in charge of supervision of program)

Name _____

Address _____ Zip Code _____

Telephone No. _____

3. Sex: _____ Male _____ Female

4. Date of Birth _____
-
- (month) (day) (year)

5. No. of years of employment in education prior to your work with A.B.E.

Kind of Work

Years Experience

6. Educational background

Schools or colleges attended	Degree(s) earned	Year	Major
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

7. How long have you been supervising A.B.E. program(s)

_____ Years

_____ Months

8. List previous experience you had before your work with A.B.E.

Type of work	Years	Place

9. Have you had an opportunity for special A.B.E. training?

☐ Yes ☐ No (If yes please explain type and when)

10. Is your appointment with A.B.E. program considered:

☐ Part-time

☐ Full-time

If part-time what is your primary occupation?

If part-time, approximately how many hours per week do you devote to A.B.E.?

☐ Less than 10 hours

☐ 11-20 hours

☐ 21-30 hours

☐ more than 30 hours

11. To the best of your ability estimate what percent of your time in A.B.E. is devoted to the following:

☐ Administrative supervision

☐ Office duties

☐ Assisting teachers

☐ Selection of materials

☐ Selection of teachers

_____ Counseling individual students

_____ Staff meetings

_____ In-service training

_____ Student recruitment

_____ Development of materials

_____ Other (Please specify) _____

Total _____ % of time.

Staff

12. Number of staff in your program. Please specify various titles if different from those listed.

	Full- Time	Part- Time	Salaries Per Hour	Full- Time	Part- Time	Salaries
Director						
Supervisor if different from director						
Teachers						
Recruiters						
Counselors						
Teacher-aides						
Others (list)						

13. Basic considerations when selecting staff (please rate)

Age

Previous experience in education

Special Training for ABE

Availability

Personal Characteristics

Other Criteria

Testing

14. What testing device(s) do you use for initial placement of students in your A.B.E. program?

15. How many hours or what level must a student achieve before he is tested again after initial placement?

16. What testing device(s) do you use at the end of 150 or more hours of training or at various intervals of training ?

17. How did you choose the test(s) you are now using?

Selection of Materials

18. How do you select teaching materials? (Please rate your choices below.)

- _____ State Agency's Approved List
- _____ Recommended by other supervisors
- _____ Teachers recommendation
- _____ Recommended by company representative
- _____ Other - please specify below
- _____
- _____
- _____

19. Do teachers and counselors help with the selection of materials?

_____ Yes

_____ No

20. Do you feel a state wide committee should identify materials at different levels?

_____ Yes

_____ No

(Please explain your response to this question.)

21. Respond to this question if (1) your response is different from last year, (2) you did not respond last year, or (3) you do not have record or knowledge of last year's response.

Please list by name the most frequently used materials. (Please list in order of your preference and most frequency of use)

--please list no more than 5 in each category

--also, please indicate whether standardized tests are available with each set of materials)

a. Reading

Level I _____

_____Level II _____

_____Level III _____

b. Writing

Level I _____

_____Level II _____

Level III _____

c. Arithmetic

Level I _____

Level II _____

Level III _____

d. Others -- Example Social Studies

Level I, II & III

Living Skills

Level I, II & III

Conversation

Level I, II & III

Consumer Education

Other

22. Recruitment of students. Rate the methods you feel are most satisfactory for your program.

_____ Newspaper ads

_____ Personal contacts by staff

_____ Personal contacts by special recruiter

_____ Radio announcements

_____ Other students

_____ Other(s)

23. Please fill-in number of students or hours per week, which ever appropriate, in each cell.

	New enrollments*	GED**	8th**	Total Student Enrollment	Total Student Class hrs per wk (average)
Jan - Mar 70					
Apr - Jun 70					
Jul - Sep 70					
Oct - Dec 70					

*Entry of student who has not enrolled in previous two quarters.

**The number of new enrollees indicating intent to complete GED/8th grade.

	Total teacher class (average hrs per wk)	GED Completions	8th Completions	Drop- outs
Jan - Mar 70				
Apr - Jun 70				
Jul - Sep 70				
Oct - Dec 70				

24. Classroom Location

A. Name of location and address	Number of classes per week	Satisfactory	
		Yes	No
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. If classroom location is not satisfactory please tell why.

25. Instructional Methods Used (Example: programmed instruction, study carrels, teaching machines, etc.) (List no more than ten)

26. What program of evaluation do you use to evaluate your over all programs? Explain briefly. _____

27. Do you use an advisory committee? _____ Yes _____ No
Please list their names and occupations.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

28. How are the advisory committees selected?

29. Does the design (curriculum, structure, methods, etc.) of your program include analysis of the needs of target population? What kinds of data are used in such analyses? What are the sources and methods of collecting this data? What agency sponsored and what agency performed this data collection and analysis? Please discuss.

30. What kinds of consultative service does the State office provide to the local program? How often? With which levels of the local staff does the State office interact? Is such consultation relevant to administration, budgets and reimbursements, target population educational needs, educational methods and techniques, educational materials, or what? Please discuss.

31. In the same sense of question 30, please discuss the consultative service provided by you to your staff.

32. Please discuss the nature and frequency of the training programs for your staff. To what extent is the State office involved?

33. Please discuss your curriculum development procedures. What are the criteria for determining what courses and classes are to be offered? For determining the content of these course? How or from what agency do these criteria emerge?

34. What is your basic source of information concerning innovations in adult basic education? New ideas and methods? Research results?

35. How do you keep the public informed about your program, its availability and results? Are your PR efforts directed toward potential students, the general public, other agencies which are in a position to influence potential students, or whatever?

36. What do you consider your greatest problem with the A.B.E. program?

Appendix CEVALUATION ADULT BASIC EDUCATION
STATE OF NEBRASKA

(Counselors or anyone who counsels A.B.E. students)

1. Name _____
Address _____ Zip _____
2. Title _____
3. Name of school or ABE program _____
4. Date of birth: _____ Month _____ Day _____ Year
5. Sex: _____ Male _____ Female
6. Educational Background (Indicate the highest level attained)
 - _____ less than eighth grade
 - _____ completed eighth grade
 - _____ some night school
 - _____ completed high school
 - _____ some college
 - _____ Bachelor's Degree
 - _____ Master's Degree
 - _____ higher than Master's degree
 - _____ other (specify _____)
7. Prior counseling experience
 - A. Number of years counseling ABE students _____
 - B. Prior counseling experience (check and indicate years)
 - _____ No previous experience before A.B.E.
 - _____ Elementary school _____ Years
 - _____ Junior High _____ Years
 - _____ Secondary _____ Years
 - _____ Adult Education _____ Years

Prior counseling experience continued

Other (Please describe below)

8. Previous experiences you have had in working with adults.

Type of experience	Where	What responsibilities did you have?
--------------------	-------	-------------------------------------

9. Are you spending full time with A.B.E.?

A. ☐ Yes☐ NoB. If part-time, what is your primary occupation?

C. What percent of your time is devoted to A.B.E.?

☐ %10. Do you rate yourself as an effective counselor of A.P.E. students?
(Check your self rating)☐ Excellent☐ Good☐ Fair☐ Weak☐ Rather ineffective

11. Why did you decide to counsel in the A.B.E. program? (Check all items which apply)

_____ Desire to help others
 _____ Source of income
 _____ Gain experience
 _____ Convenience of schedule
 _____ Other (Please specify)

12. Have you had an opportunity for special A.B.E. teacher or counselor training? (Check those which apply)

A. _____ In service training local institution
 _____ In service training state level
 _____ Other special course

- B. If you have had special A.B.E. training would you please describe briefly.

13. A. Would you be willing to attend a special A.B.E. counselor training course if available?

_____ Yes
 _____ No

- B. If training were possible, what areas would you suggest should be included. (Check those which apply)

_____ Communication with A.B.E. families
 _____ Understanding other problems (non-school related problems)
 _____ Other (Please specify)

14. Role as a counselor in A.B.E.

A. What responsibilities do you have as a counselor? (Check those which apply)

- ☐ Selection of tests
☐ Selection of teaching materials
☐ Administrative decisions about the overall program
☐ Administration of tests for placement
☐ Recruitment of students
☐ Assist with public relations outside the office or classroom
☐ Others (Please list)

B. What do you feel are your most important duties as a counselor? (Please list)

1. _____
 2. _____
 3. _____
 4. _____
 5. _____

C. Which of the following functions do you consider important in A.B.E. counseling? (Check the column which applies)

Much	Some	None	
_____	_____	_____	Instilling self-confidence in students
_____	_____	_____	Aiding students to find employment
_____	_____	_____	Helping arrange for transportation of students to classes
_____	_____	_____	Encourage continuance of participation
_____	_____	_____	Assisting students with personal problems so they can participate
_____	_____	_____	Administering tests to students
_____	_____	_____	Keeping teachers informed about students progress

Much Some None

_____	_____	_____	Keeping individual student records
_____	_____	_____	Recruitment of new students
_____	_____	_____	Informing the public about the A.B.E. program

15. How often do you counsel with each individual student in your A.B.E. program?
(Check the appropriate items)

_____	Once, when he enters the program
_____	Once, or twice per year except for special problems
_____	Once each month on a scheduled routine
_____	Only counsel those who request special help (that is after the initial enrollment)
_____	Check with each student who drops out at least once
_____	No time to counsel with students who do not come to school

16. What responsibility do you have for assisting in these areas?

Much Little None

_____	_____	_____	Prevent student dropouts
_____	_____	_____	Counsel each student before he drops out
_____	_____	_____	Call on student at his home or work after he has dropped out
_____	_____	_____	Responsible for all follow-up of dropouts
_____	_____	_____	Determine whether a student should be expelled or dropped from the program
_____	_____	_____	Determine the size of the class (Number of students)

17. Which of the following services do you provide as a counselor of A.B.E.
(Check those which apply)

_____	Assume responsibility for testing program
_____	Responsible for the placement of pupils in various class levels
_____	Counsel with those individuals who have special personal and family problems
_____	Provide teachers with information about individual needs of students
_____	Assist with follow-up of students who do not attend regularly

17. Which of the following services do you provide as a counselor, continued.

_____ Assist with recruitment of prospective students

_____ Others (Please list) _____

18. Does your student follow-up program include the following activities?
(Check those items which apply)

_____ Assist teachers in obtaining information about student dropouts

_____ Determine if student who completes level III continues his education
through G.E.D. (High school equivalency)

_____ Interview the student's employer to see if the student has improved on
the job

_____ Assist the student to become employed

_____ Assist to determine whether the student's goals are realistic

_____ Assist with feed-back from students whether your program can meet
the student's needs

_____ Others (Please list) _____

19. Do you know approximately what percent of students who completed Level III
actually enroll in B.E.D.? (High school equivalency program)

_____ Percent

_____ No determination has been made.

20. Do you maintain a follow-up file on all students who have dropped out,
completed, or left the program?

_____ Yes

_____ No

21. What types of jobs do your students look for when they leave your program?
(List several for men and several for women and indicate whether they are
realistic, considering their education and ability)

21. Continued. What types of jobs do your students look for when they leave your program? (List several for men and several for women and indicate whether they are realistic, considering their education and ability)

22. Which tests do you feel are the best for adult basic students (list no more than 5 tests)

Name of test	Purpose
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

23. Are you basically responsible for recruiting students?

_____ Yes

_____ No

24. What method of recruitment do you feel are most effective?
(Please rank)

_____	By word of mouth from students enrolled
_____	Newspaper ads
_____	Radio
_____	TV
_____	Special A.C.F. recruiter
_____	Public agencies (such as welfare, labor offices veterans service office, salvation army, other government educational programs)
_____	Chambers of Commerce
_____	Other (Please Specify)

25. In your experience what methods of counseling have been most successful with A.B.E. students? (Please list) (also describe any innovative methods you have found to be effective)

26. What do you feel is the strongest part of your A.B.E. Program?

27. What do you consider the weakest part of your program?

Appendix DEVALUATION STUDY FOR
ADULT BASIC EDUCATION
STATE OF NEBRASKA

(Teachers, teacher aids and all instructional staff)

1. Name _____
 Address _____ Zip _____
2. Title _____
3. Name of school or ABE program _____
4. Date of birth _____ Month _____ Day _____ Year _____
5. Sex _____ Male _____ Female
6. Educational Background (Indicate the highest level attained)
 - _____ less than eighth grade
 - _____ completed eighth grade
 - _____ some night school
 - _____ completed high school
 - _____ some college
 - _____ Bachelors Degree
 - _____ Masters Degree
 - _____ higher than Masters Degree
 - _____ Other (specify _____)
7. Prior teaching experience
 - A. Number of years teaching A. B. E. classes _____
 - B. Prior teaching experience (check and indicate years)

	Number of years
_____ No previous experience before A.B.E.	_____
_____ Elementary school	_____
_____ Junior High	_____

(Prior Teaching experience continued)

☐ Secondary	☐
☐ Adult Education	☐
☐ Other (Please describe below)	☐
☐	☐
☐	☐
☐	☐

8. Previous experiences you have had in working with adults.

Type of experience	Where	What responsibilities did you have?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

9. Are you spending full time with A.B.E.?

A. ☐ Yes

☐ No

B. If part time what is your primary occupation? _____

C. What percent of your time is devoted to A.B.E.?

☐ %

10. Do you rate yourself as an effective teacher of A.B.E. students?
(Check your self rating)

☐ Excellent
☐ Good
☐ Fair
☐ Weak
☐ Rather ineffective

11. Why did you decide to teach in the A.B.E. program? (Check all items which apply)

☐ Desire to help others

☐ Source of income

☐ Gain experience

☐ Convenience of schedule

☐ Other (Please specify)

12. Have you had an opportunity for special A.B.E. teacher training? (Check those which apply)

A. ☐ In service training local institution

☐ In service training state level

☐ Other special course

B. If you have had special A.B.E. training would you please describe briefly. _____

13. A. Please complete the following information pertaining to class or classes that you teach.

Subject and Grade level or levels	Number of classes per week	Total Number of Students per week	Time and Day classes meet (eg. MWF 4:00-6:00)	Location of your classroom (eg. school, church, home, etc.)

If no, what improvements do you suggest? _____

[illegible]

[illegible]

15. Student Testing

A. Do you use standardized tests to determine where the student is or how far he has progressed?

_____ Yes _____ No

B. Who administers the test?

_____ Teacher yourself

_____ Counselor

_____ Director

_____ Other (Please specify) _____

C. Please list the names of the ten most common tests used in your A.B.E. program.

Name of test

Purpose of test

D. Who selects the tests used for your part of the program? _____

16. Please estimate the percentage of your time spent in the various areas.

	Percent of classroom time spent teaching students	Percent of time spent other than teaching
Reading		
Arithmetic		
Writing		
Living skills		
Social studies		
Conversation		
Consumer education		
Other: (Specify)		

17. Teaching methods—use of materials & personal resources.

(Please rank in order, the most frequently used in your teaching programs.)

_____	Teacher aides
_____	Counselors
_____	School library
_____	Teaching machine
_____	Phonograph records
_____	Overhead projectors
_____	Tape recorder
_____	Resource specialist (someone from outside school system)
_____	Team teaching
_____	Public library
_____	Educational T.V.
_____	Video tape recorder
_____	8mm films - single concept

- _____ Individualized teaching
- _____ Group discussion
- _____ Flexible scheduling
- _____ Unpaid volunteer teachers
- _____ Others not listed (Please specify)

18. Please list in rank order of importance the most common problems you plan to encounter in the coming year with your work as an A.B.E. Teacher.

(these are only examples and not necessarily applicable to your experience)

- _____ Wide range of abilities, backgrounds and education of students.
- _____ Not enough materials, aids, and equipment.
- _____ Maintaining interest.
- _____ Being able to communicate with the student.
- _____ Not enough time
- _____ Too many records to maintain
- _____ Absenteeism (work & transportation problems).
- _____ Other (Please specify)

19. Please list the strongest points (in your opinion) of your Adult Basic Education program. _____

20. Please list the weakest points (in your opinion) of your Adult Basic Education program. _____

21. What suggestions do you have for improving the program? _____

Appendix E

EVALUATION STUDY FOR ADULT BASIC EDUCATION

State of Nebraska
(Students)This is not a test. It does not require your name.

1. Age _____ 2. U. S. Citizen _____ 3. _____ Male
_____ Female
4. Name of town where attend or attended classes _____
5. Are you attending classes in Adult Basic Education now?
_____ Yes _____ No
6. Race
_____ American Negro
_____ Spanish Mexican American
_____ American Indian
_____ American White
_____ Other _____
7. Family status:
_____ Married
_____ Single
_____ Widowed
_____ Divorced or separated
_____ Married living with children but no spouse
_____ Other _____
8. Number of children in your family: _____
9. Are you head of your household? (Your family depends upon you for support) _____ Yes _____ No
- Number of persons dependent upon you living in your home. _____

10. Your approximate annual income for 1970:
- | | |
|--|--|
| ☐ \$0000.00-\$2000.00 | ☐ \$5000.00-\$5999.00 |
| ☐ \$2000.00-\$2999.00 | ☐ \$6000.00-\$6999.00 |
| ☐ \$3000.00-\$3999.00 | ☐ \$6000.00-\$6999.00 |
| ☐ \$4000.00-\$4000.00 | ☐ \$7000.00 or more |
11. What was the highest grade you completed before enrolling in Adult Basic Education classes?
- | | |
|---|--|
| ☐ Less than 5 grades | ☐ Junior High School |
| ☐ 5 - 8 grades | ☐ Some High School |
| | ☐ Completed High School |
12. How long have you attended classes in Basic Adult Education?
- | | |
|---------------------------------------|---|
| ☐ 0 - 3 months | ☐ 9 - 12 months |
| ☐ 3 - 6 months | ☐ More than 1 year |
| ☐ 6 - 9 months | |
13. How much education would you like to have?
- | | |
|---|--|
| ☐ 1 - 5 grades | ☐ High School diploma |
| ☐ 5 - 8 grades | ☐ Some college |
| ☐ Some High School | |
14. Do you plan to finish the 8th grade in this program? ☐ Yes ☐ No
 Do you plan to obtain the GED (high school equivalency) certificate?
☐ Yes ☐ No
 If yes: to either question, have you discussed your plans with a teacher, counselor, or other member of the Adult Basic Education program?
☐ Yes ☐ No
15. How much education would you like your children to have?
- | | |
|--|--|
| ☐ at least 5 grades | ☐ Some college |
| ☐ Some high school | ☐ 4 year college degree |
| ☐ High school diploma | ☐ Advanced college degree |

16. Is your mother living? _____ Yes _____ No. If yes, what is her age?
_____ years. How much education did your mother complete? _____ grade
17. Is your Father living? _____ Yes _____ No. If yes, what is his age?
_____ years. How much education did your father complete? _____ grade.
18. What occupation would you like your children to have or what would they
like to do for their livelihood? (If several children list each).

19. Do you help your children with their homework they bring home from school?

_____ Yes _____ No

20. What classes are you now taking?

What classes did you take last quarter, if any?

What classes do you plan to take next quarter, if any?

21. In what ways do you feel Adult Basic Education classes will help you?
(or have helped you?)

_____ For personal reasons and satisfaction

_____ More self confidence on my job

_____ Help meet requirements for a better job

_____ Advancement on the job

_____ Help me understand how to complete job application forms

_____ Help me apply for a job

_____ Opportunity to read and write so I can earn a better living

Other _____

22. Do you like to attend Adult Basic Education classes?

_____ Very much _____ some _____ Not much

23. What classes would you like to take that are not being taught?

24. How would these classes help you? (Check as many as are appropriate.)

_____ personal growth, curiosity

_____ home making, budgeting, child care, family

_____ community participation

_____ better job, higher income

_____ 8th grade certificate, GED

Other _____

25. Do you think your teacher(s) is interested in you?

_____ Very interested

_____ Moderately interested

_____ Little interest

_____ No interest at all

26. Do you feel your counselor is interested in you?

____ Very interested ____ Little interest ____ Do not remember
____ Moderately interested ____ No interest at all the counselor

27. Do you feel your director of your Adult Basic Education program is interested in you?

 Very interested

 Moderately interested

 No interest at all

 Do not remember the director

28. Do you feel you are about as smart or intelligent as others in your Adult Basic Education class?

_____ Much more intelligent

_____ Usually about as intelligent

_____ Usually not as intelligent

29. How would you feel if Adult Basic Education classes were forced to close?

 Not much concern to me

 Rather concerned

 Very unhappy

30. What do you plan to accomplish by attending Adult Basic Education classes?

Why did you attend these classes? _____

31. How do you feel you are being treated in your classes?

_____ As an adult

_____ As a high school student

_____ As a grade school student

_____ Other _____

32. Do you find the books and materials appropriate?

_____ Seem very interesting

_____ Seem rather simple, more for children

_____ Are not appropriate

33. Check the areas of study you think you are learning or have learned the most.

_____ Reading

_____ Writing

_____ Arithmetic

_____ Family budgeting

34. Do you ever visit a library? _____ Yes _____ No

35. Do you have a library card or check out books or other materials?
_____ Yes _____ No

36. Do you keep your money in a bank when you are working regularly
(checking account)?
_____ Yes _____ No

37. Are you a registered voter? _____ Yes _____ No

38. Did you vote in the last presidential election? _____ Yes _____ No

39. Do you own or rent your home?

_____ Own (Buying a home) _____ Rent _____ Neither (live with friends
or family who own or rent)

40. How long have you lived at your present address?

_____ Months or _____ Years

41. Do you watch TV in your home? _____ Yes _____ No

42. Which TV program do you watch regularly and consider your favorite
program?

43. Do you read the newspaper each day? ☐ Yes ☐ No
44. Do you read magazines regularly? ☐ Yes ☐ No
45. Which magazine do you like the best or would you like the best if you could receive it regularly as a gift: _____
46. Do you read or listen to the news and weather each day?
- ☐ Yes ☐ No ☐ Sometimes
47. What do you consider your best source of information for the following:
- A. World news
- ☐ Radio
- ☐ Newspaper
- ☐ TV
- ☐ Visiting with friends and neighbors
- B. Local news
- ☐ Radio
- ☐ Newspaper
- ☐ TV
- ☐ Visiting with friends
- C. New job opportunities
- ☐ Radio
- ☐ Newspaper
- ☐ TV
- ☐ Visiting with friends and neighbors
- D. Learn about new opportunities for help, or training, like Adult Basic Education class.
- ☐ Radio
- ☐ Newspaper
- ☐ TV
- ☐ Visiting with friends and neighbors
- Others (list) _____

48. Who told you about Adult Basic Education classes?

_____ School official

_____ Read it in the newspaper

_____ Government welfare
office

_____ Other, please list _____

_____ A friend told me

49. Have you told others about Adult Basic Education classes?

_____ Yes _____ No

50. What is your occupation now? _____

A. Employment status (check one if applicable)

_____ Part-time job

_____ Full-time job

_____ Am not working

_____ Do not work regularly

_____ Have a job for the spring and summer only

Other (Please specify) _____

51. What was your occupation last year? _____

52. Do you think the classes in Adult Basic Education will help you increase your income? _____ Maybe _____ Yes _____ No

53. Have you ever attended any other training programs? _____ Yes _____ No

_____ Manpower Development & Training

_____ Job Corps

_____ Adult classes other than Adult Basic Education?

What kind? _____

Other (Please list) _____

Appendix F

The University of Nebraska
Department of Adult and Continuing Education
105 University High School
Lincoln, Nebraska 68508

February 15, 1971

Dear Sir:

Your position in the community suggests that you might possibly have occasion to refer high school drop-outs and other adults to your local Adult Basic Education program.

In our current review of this state-wide program, it is important for us to determine the public's awareness of our existence and function. We have, thus, chosen to submit the attached questionnaire to key members of the community.

Will you please complete the questionnaire and return it at your earliest convenience. Please note that your response is important, whether it be positive or negative.

Sincerely,

William C. Majure
William C. Majure

WCM:syb

Encl.

P.S.

For information concerning your local Adult Basic Education program, you may contact:

example {

Mr. Curtis Sederburg, Director
Adult Basic Education
Whittier Junior High School
2240 Vine Street
Lincoln, Nebraska 68503

COMMUNITY QUESTIONNAIRE

ADULT BASIC EDUCATION

STATE OF NEBRASKA

1. Name of organization: _____
Address: _____
2. Your title/position: _____
3. Prior to this survey, have you heard about the Adult Basic Education program in your Community?

_____ Yes
_____ No
4. If your response to question 3 above was "Yes" indicate below your feeling about the program.

_____ Good
_____ Bad
_____ Indifferent
5. Have you ever visited an Adult Basic Education class?

_____ Yes
_____ No
6. Do you know any teacher working in the program?

_____ Yes
_____ No
7. Do you know any student enrolled in an Adult Basic Education program?

_____ Yes
_____ No
8. Have you ever encouraged assisted any adult to enroll in Adult Basic Education programs in your community?

_____ Yes
_____ No

Appendix GEXPLANATION OF "RANK-ORDER,
WEIGHTED AND NORMALIZED"

Two elements of analysis often occur when respondents are asked to rank items of a set. The items may be ranked by the analyst according to the frequency with which they were selected by the respondents, i.e., the item most frequently selected becomes the item with rank number one, the next most frequently selected item becomes number two, etc. Analysis may also pursue a process which averages the rankings given to a particular item by the several respondents. This approach ignores the fact that an item may not be given any ranking by a number of respondents.

The "rank-order, weighted and normalized" scheme combines these two analytical elements. "Weighted" refers to an averaging process which weights the rank given a particular item according to the frequency with which that rank was given. Account is made of the occurrence of item non-selection. This process generally results in item scores (ranks) the smallest of which is greater than one. "Normalization" transforms these scores to a set in which the lowest score (highest rank) is one (1). The net effect of the process is to transform ordinal data to a form which approaches equal interval.

Appendix H

SUPPLEMENTAL GRAPHICS

FIGURE 3.1.1

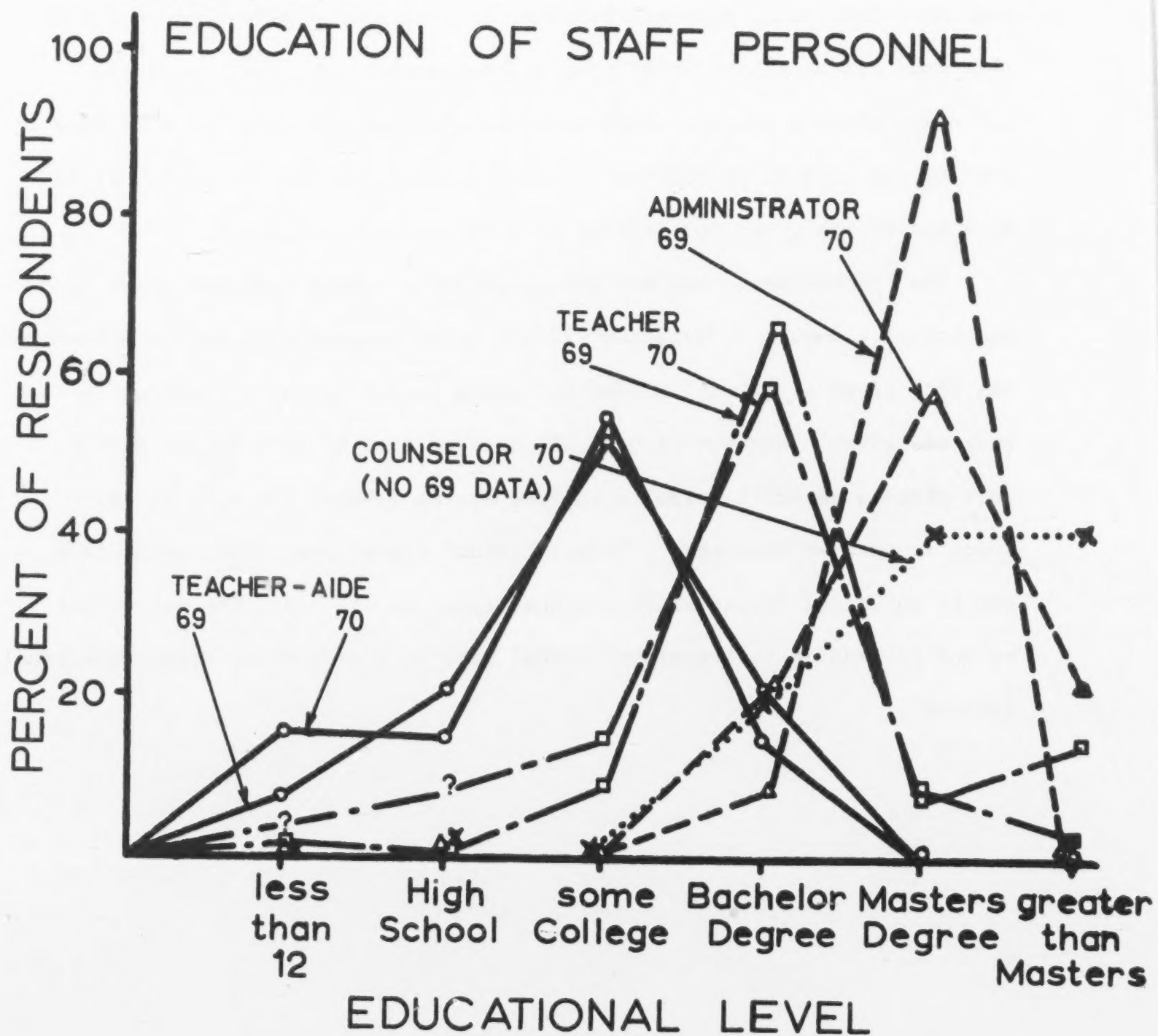
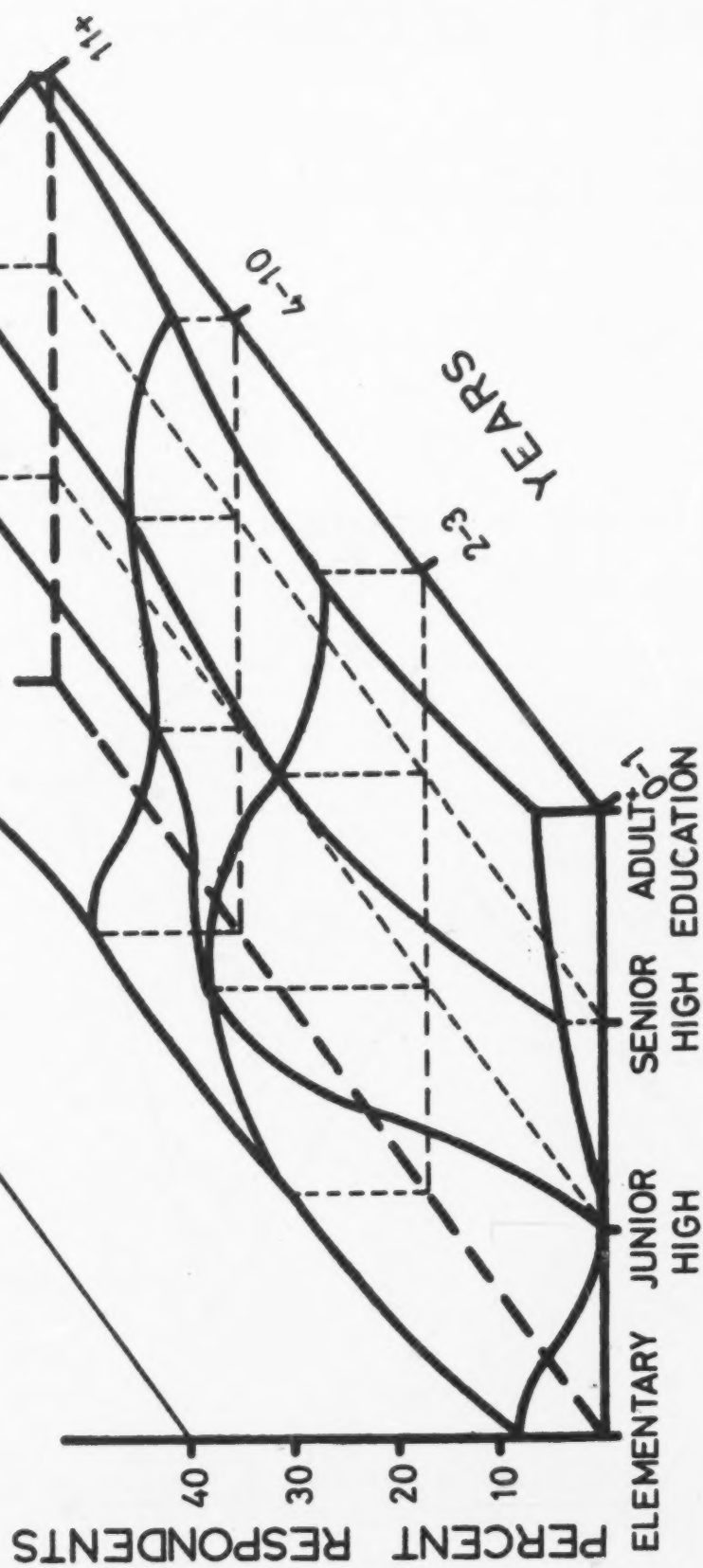


FIGURE 3.1.2

PRIOR EXPERIENCE IN EDUCATION
OF TEACHERS

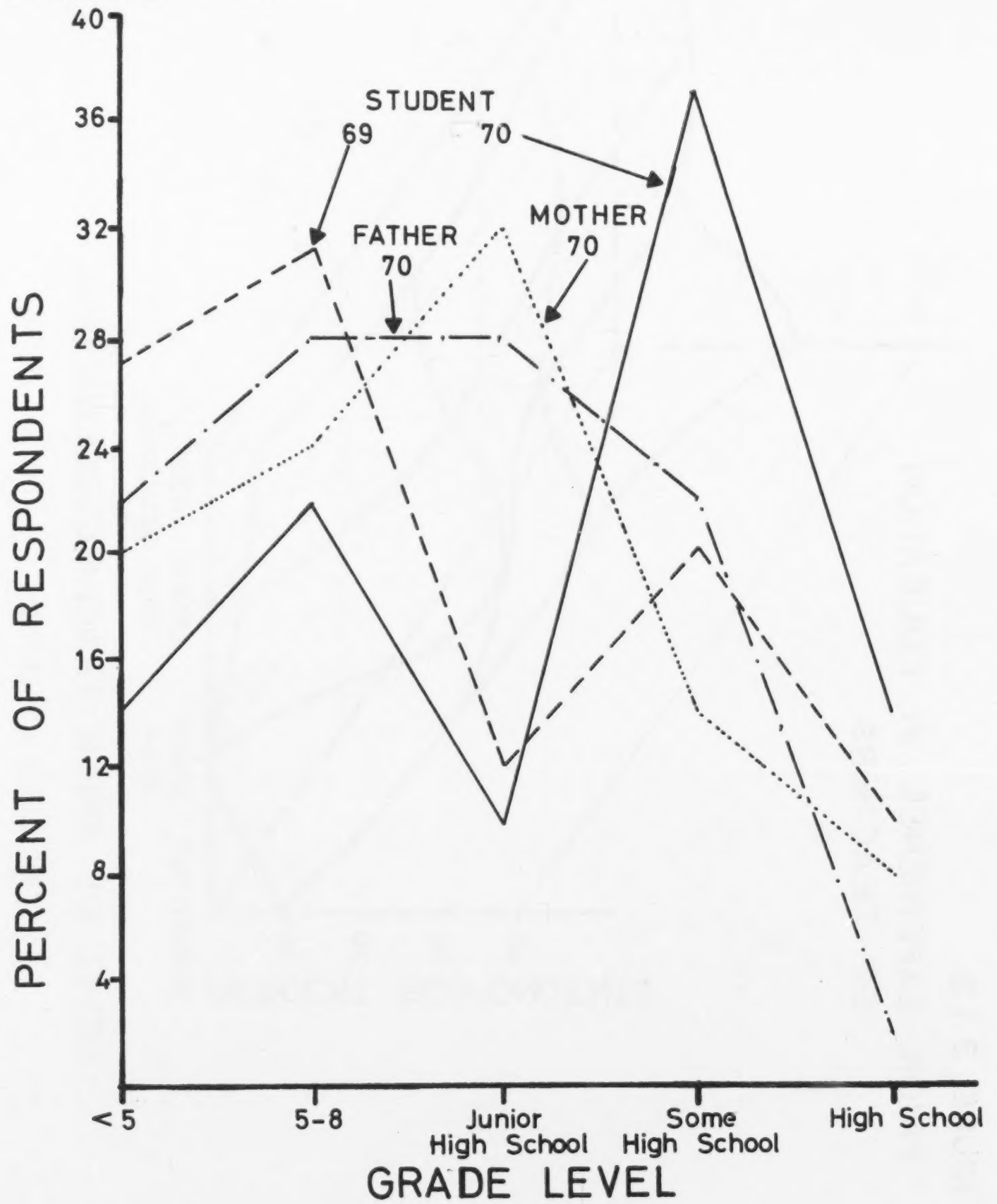


LEVEL OF PRIOR TEACHING/COUNSELING

*INCLUDES COLLEGE

STUDENT EDUCATIONAL BACKGROUND

FIGURE 3.1.3.



Appendix I

SYSTEMS APPROACH

Fundamentally, the systems approach is a way of thinking, systematic thinking. It is a consideration of a system's inputs, outputs, and the resources, constraints, functions, and feedback, and alternate methods relating to transforming input into output.

The most important element of the systems approach is the identification of the objectives (system output) in measurable and (for educators) behavioral terms. First the design of the system is dependent upon specific identification of its intended output. Secondly, the output must be measurable to facilitate evaluation (some judgement of system success which serves as basis for modification).

The following references are recommended for further study.

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ERIC Clearinghouse

MAY 11 1972

on Adult Education